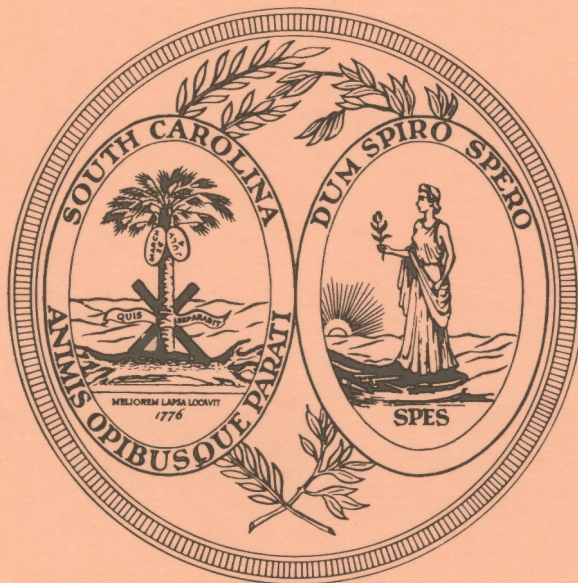


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THE COLLEGE OF CHARLESTON



ANNUAL REPORT 1992-1993

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College of Charleston

66 George Street
Charleston, South Carolina 29424-0001

TO: His Excellency, Governor Carroll A. Campbell, Jr., and the
Honorable Members of the General Assembly of South Carolina

On behalf of the College of Charleston, I transmit herewith its Annual Report outlining the activities of the institution during the fiscal year ending June 30, 1993. The College appreciates the support and cooperation of the State of South Carolina in its important efforts to improve the quality of higher education in South Carolina.

Respectfully Submitted,

Alex Sanders
President

TABLE OF CONTENTS

LETTER OF TRANSMITTAL	1
COLLEGE OF CHARLESTON BOARD OF TRUSTEES	4
EXECUTIVE OFFICERS	5
PUBLICATIONS	7
STATUTORY AUTHORITY	8
HISTORY	8
PURPOSE	9
PRESIDENT'S OFFICE/EXECUTIVE ADMINISTRATION	9
LEGAL AFFAIRS	10
GOVERNMENTAL AFFAIRS	10
INTERNAL AUDITOR	10
HUMAN RELATIONS/MINORITY AFFAIRS	10
ASSISTANT VICE PRESIDENT FOR EXECUTIVE ADMINISTRATION ...	10
ATHLETICS	11
INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION	12
INSTITUTIONAL RESEARCH AND PLANNING	17
ACADEMIC AFFAIRS	17
ENROLLMENT MANAGEMENT	17
SCHOOL OF THE ARTS	26
SCHOOL OF SCIENCE AND MATHEMATICS	33
SCHOOL OF BUSINESS AND ECONOMICS	36
SCHOOL OF EDUCATION	37
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES	40
GRANTS AND PROFESSIONAL AND COMMUNITY SERVICES	45
LIBRARIES	46

UNIVERSITY OF CHARLESTON	47
INSTITUTIONAL EFFECTIVENESS	48
INSTITUTIONAL ADVANCEMENT	55
STUDENT AFFAIRS	56
BUSINESS AFFAIRS	61
FINANCIAL REPORT	65
STATISTICS	66

Fitz-John C. McMaster, Chairman
 Gordon B. Stine, Vice Chairman
 William J. Day, Secretary
 Henry Hutson, Recording Secretary

Term Ending June 30, 1998

1st District	Charleston, S.C.	Cheryl D. Whipper
2nd District	Columbia, S.C.	Joel H. Smith
3rd District	Greenwood, S.C.	William J. Day
4th District	Greenville, S.C.	Mark F. Code
5th District	Gaffney, S.C.	J. Vincent Price
6th District	Manning, S.C.	Marie M. Land
At-Large	Aiken, S.C.	Timothy N. Danglerfield

Term Ending June 30, 1994

1st District	Charleston, S.C.	Gordon B. Stine
2nd District	Columbia, S.C.	Joe E. Barry, Jr.
3rd District	Barnwell, S.C.	Thomas W. Weeks
4th District	Greenville, S.C.	Robert S. Small
5th District	Winnabow, S.C.	Fitz-John C. McMaster
6th District	Latta, S.C.	J. David Watson
At-Large	Fairfax, S.C.	Allen E. Jones
At-Large	Columbia, S.C.	John F. Clark
Governor's Appointee	Irmo, S.C.	Sylvia Harvey
Governor's Designee	Charleston, S.C.	John W. Molony

THE BOARD OF TRUSTEES
(As of 1993)

The Board of Trustees of the College of Charleston is composed of 17 members. Fifteen are elected by the General Assembly (two from each Congressional District and three members at-large), one appointed by the Governor, and the Governor as an ex officio member, or his designee.

COLLEGE OF CHARLESTON
BOARD OF TRUSTEES

Fitz-John C. McMaster, Chairman
Gordan B. Stine, Vice Chairman
William J. Day, Secretary
Henry Hutson, Recording Secretary

Term Ending June 30, 1996

Cheryl D. Whipper	Charleston, S.C.	1st District
Joel H. Smith	Columbia, S.C.	2nd District
William J. Day	Greenwood, S.C.	3rd District
Merl F. Code	Greenville, S.C.	4th District
J. Vincent Price	Gaffney, S.C.	5th District
Marie M. Land	Manning, S.C.	6th District
Timothy N. Dangerfield	Aiken, S.C.	At-Large

Term Ending June 30, 1994

Gordan B. Stine	Charleston, S.C.	1st District
Joe E. Berry, Jr.	Columbia, S.C.	2nd District
Thomas W. Weeks	Barnwell, S.C.	3rd District
Robert S. Small	Greenville, S.C.	4th District
Fitz-John C. McMaster	Winnsboro, S.C.	5th District
J. David Watson	Latta, S.C.	6th District
Alton E. Jones	Fairfax, S.C.	At-Large
John F. Clark	Columbia, S.C.	At-Large
Sylvia Harvey	Irmo, S.C.	Governors Appointee
John W. Molony	Charleston, S.C.	Governor's Designee

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Alex Sanders
President

Conrad D. Festa
Provost and Sr. Vice President, Academic Affairs

Andrew L. Abrams
Sr. Vice President for Institutional Research and Planning

Frederick W. Daniels
Sr. Vice President, Institutional Resources and Executive Administration

George E. Haborak
Sr. Vice President, Student Affairs

Robert E. Lyon
Sr. Vice President, Institutional Advancement

J. Floyd Tyler
Sr. Vice President, Business Affairs

PRESIDENT'S OFFICE

Alexander M. Sanders, Jr	President
Daniel Dukes	V.P. Governmental Affairs
Andrew L. Abrams	V.P. Legal Affairs
	Director of Governor's School
Robert E. Gillis	V.P. Human Relations/Minority Affairs
J. Eric Forsberg	Internal Auditor
Elizabeth W. Kassebaum	Asst. V.P. Executive Administration

INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

Frederick W. Daniels	Sr. V.P. Institutional Resources and Executive Administration
Monica R. Scott	Director of Facilities Planning
Margaret E. James	Director of Academic Computing and Facilities Management
Marcia Moore	Director of Administrative Computing and Facilities Management
Dollie Bond	Director of Personnel
Lamont Meyer	Director of Mail Services
Elizabeth Godfrey	Director of Administrative Services
James Shumate	Director of Physical Plant
Virginia Friedman	Director of Media and Technology
Henry C. Hutson	Secretary to Board of Trustee
Jerry Baker	Executive Athletic Director

ACADEMIC AFFAIRS

Conrad D. Festa Provost and Sr. V.P. Academic Affairs
Sue A. Sommer-Kresse V.P. Enrollment Management
Sharon Pothering Asst. V. P. for Academic Affairs
Barbara Gray Sponsored Programs
William Lindstrom Assoc. Dean of Undergraduate Studies
Sandra Powers Assoc. Dean of Undergraduate Studies
Rose Hamm Dean of Honors Program
Myrtle Glascoe Director of Avery Research Center
Donald C. Burkard Dean of Admissions and Continuing Education
William Anderson Registrar
Abbie Smith Dean of Continuing Education
Donald R. Griggs Director of Financial Aid
Thomas S. Gibson Director of College Skills
Pamela Isacco-Niesslein Asst. Dean of Advising
Sue Thompson Director of Orientation
T. Eston Marchant, III Director, Professional and Community Services
Denny Ciganovic Director of Career Services
Boyce Cox Asst. Director of Career Services
David Cohen Dean of Libraries
Samuel M. Hines, Jr. Dean of School of Humanities and Social Sciences
Gordon E. Jones Dean of Math and Science and Graduate Studies
Edward C. McGuire Dean of School of the Arts
Howard F. Rudd Dean of School of Business and Economics
Pamela C. Tisdale Dean of School of Education

INSTITUTIONAL ADVANCEMENT

Robert E. Lyon Sr. V.P. Institutional Advancement
Susan Sanders Director of College Relations
Anthony Meyer Director of Alumni Services
Karen Abrams Director of Development
Tomi G. Youngblood and Paul Craven Directors of Corporate
..... and Foundation Relations
Elizabeth Hull Associate Director of Annual Giving

INSTITUTIONAL RESEARCH AND PLANNING

Andrew L. Abrams Sr. V.P. Institutional Research and Planning
Cheryl Bolchoz Associate Director of Statistical Research
Judy Dossett Associate Director of Statistical Planning

STUDENT AFFAIRS

George E. Haborak Sr. V.P. for Student Affairs
Scott Derrick Director of Student Activities
Sarah Stender Director of Health Services
Renee Gravitt Director of Residence Life
Boyce Cox Dean of Career Development
Ellenor M. Mahon Director of Counseling
Richard B. Voorneveld Dean of Students
Eileen M. Baran Asst. to V.P. for Student Affairs

BUSINESS AFFAIRS

J. Floyd Tyler Sr. V.P. for Business Affairs
Joseph E. Bolchoz, Jr. Controller
Joel Lake Director of Auxiliary Services
Anne D. Brownyard Director of Procurement
Priscilla Burbage Budget Director
Diane Dyches Asst. Treasurer
Ralph Conrad Bookstore Manager
Richard N. Krantz Director of Fire and Life Safety

PUBLICATIONS

The following documents are publications of the College:

The College of Charleston Undergraduate and the University of Charleston, S.C.
Graduate Bulletins (the course and academic requirements catalogs)
The College of Charleston Student Handbook
The University of Charleston's general recruitment brochure on Graduate Programs
The College of Charleston/University of Charleston schedule of courses for Fall, Spring and Maymester-Summer Sessions
The College of Charleston Directory (addresses and telephone numbers)
Student Publications: The Comet (yearbook), The Cougar Pause (newspaper), The Miscellany (literary magazine)
The College of Charleston Newsletter (for the Alumni and Friends of the College)
Speakers Bureau Directory
The College of Charleston Campus Guide
The College of Charleston Admissions Prospectus, poster and other recruitment pieces as needed
The College of Charleston Financial Aid and Scholarship pamphlet
The College of Charleston Honors Program
The College of Charleston Academic and other Special Program publications
The Blacklock Papers
The College of Charleston Facts brochure and departmental fact sheets

STATUTORY AUTHORITY

By section 10 of Part III of an Act Bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No 353 of 1969 (Trustees). This Board was responsible for Lander College and Francis Marion College as well as for the College of Charleston. In 1988, a separate College of Charleston Board of Trustees was created by Section 59-130-10 by the South Carolina Code of Laws of 1988.

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785, and the first degrees conferred in 1794. In 1837 it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U.S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and presidential candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U.S. Senator; L. Mendal Rivers, U.S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions to various fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendall M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsyth Serfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970, the College of Charleston became part of the higher education system of the State of South Carolina and entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately seven acres to currently over 52, the enrollment from 1,040 to 8,781, the faculty from 52 to 285 the course offerings from 300 to 1,402, and the staff from 72 to over 400.

The College's accreditation was reaffirmed in 1986 by the Southern Association of College and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well-balanced higher education program within the reach of all qualified students in the low country, and the State, and the Southeast. Although every county in the state is represented in its student body, the majority are from the commuting Tri-County area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the arts and sciences on the undergraduate level. Post-graduate programs have been confined to the Master's degree level in the past; however the College anticipates offering a limited number of doctoral degrees in carefully selected areas. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the lowcountry area. The enrollment growth in the past twenty years provides a measure of the success in this massive undertaking.

The College of Charleston Board of Trustees approved the following Statement of Purpose for the College of Charleston in 1991:

The College of Charleston is a moderate-sized coeducation state-supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum, while striving to meet the growing educational demands primarily of the Lowcountry and the State and, secondarily, of the Southeast. A superior quality undergraduate program is, therefore, central to the mission of the College.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters degree programs which are compatible with the community and the state. The College also anticipates offering a limited number of doctoral degrees should location and need warrant. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

PRESIDENT'S OFFICE/EXECUTIVE ADMINISTRATION **EXECUTIVE ADMINISTRATION**

The Office of Executive Administration coordinates the general operation of the President's Office and assists the President and his staff in administrative matters. Additionally, the office serves as the liaison person for providing services to the College of Charleston Board of Trustees.

Offices which comprise Executive Administration are the Vice President for Legal Affairs, Vice President for Governmental Affairs, Internal Auditor, Vice President for Human Relations/Minority Affairs, Assistant Vice President for Executive Administration,

and Executive Director of Athletics.

LEGAL AFFAIRS. The Vice President for Legal Affairs provides legal advice to the President and other administrators, faculty members, and students in such areas as disciplinary matters and grievances, content of publications and contracts, and immigration and personnel matters. He/She also represents the College in litigation unless the employment of outside counsel is authorized by the Attorney General, in which case he/she monitors cases, serves as liaison and assists outside counsel.

GOVERNMENTAL AFFAIRS. The Vice President for Governmental Affairs has the responsibility of acting for the President in representing the College with the South Carolina General Assembly, Budget and Control Board, Commission on Higher Education, and various other state boards and commissions. The Vice President for Governmental Affairs assists the President in planning for various projects and programs at the College and gaining necessary approval for these projects and programs as necessary to meet the needs of the academic, research and community service mission of the College of Charleston.

INTERNAL AUDITOR. The Office of the Internal Auditor conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control, as well as the most efficient and effective use of its resources.

HUMAN RELATIONS/MINORITY AFFAIRS. The Office of Human Relations/Minority Affairs coordinates the College's effort for the development, implementation and monitoring of practices and policies which assure fair and equal access and treatment of all employees and students at the College. In carrying out these responsibilities, the office works closely with in-house Legal Counsel, the Senior Vice Presidents, Vice Presidents, Deans and Department Chairpersons, and other Administrators throughout the organization. Key responsibilities include making recommendations to the President for a growing campus that is multi-cultural and diverse in its student body, employees, programs, and activities. The office monitors the College's progress toward meeting organizational goals, completes statistical and written reports as required by State and Federal Agencies, and implements new programs under the College's Affirmative Action Plan.

The office serves as the liaison between the College and enforcement agencies and provides consultation regarding Title VII, Title IX, Section 503 and 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The office investigates complaints that allege discrimination and complaints of sexual harassment, counsels employees and supervisors on relationships affecting job performance, and acts as the conflict/resolution office. The office administers a Referral Employee Assistance Program, and expends Access and Equity Funds. The Office of Human Relations/Minority Affairs also provides services for physically disabled students in order to assure their fullest participation.

ASSISTANT VICE PRESIDENT FOR EXECUTIVE ADMINISTRATION. The office assists students, administrators, faculty and external groups in planning and managing public events to assure that appropriate consideration is given to the allocation of space, development of invitation lists, publication needs, protocol, supervision of events, collegiate image, and audience development. Additionally, the Office is responsible for the management of the Sottile Theatre, the Simons Center, and the Physicians

Auditorium. Finally, the office assists in coordinating the affairs of the College of Charleston Board of Trustees.

CHARLESTON ATHLETICS

The College of Charleston received NCAA Division I status September 1, 1991 and at the same time became a member of the Trans America Athletic Conference. The College fields 16 varsity sports with a 17th, women's soccer, beginning in the fall of 1993.

MEN'S BASKETBALL -- John Kresse led the Cougars to a 19-8 record including a 84-67 win over 8th-ranked Georgia Tech in Atlanta. The Cougars have posted a 38-16 record in their first two seasons as a Division I member. Before the Cougars became Division I, Charleston won five consecutive District 6 titles including the 1983 NAIA National Championship.

BASEBALL -- In only their third season, the Cougars finished the spring with a 18-24 record including a 9-9 TAAC mark. The Cougars fell one win shy of competing in the TAAC tournament, Brandon Allen finished 8th in the nation in hitting with a .442 average and the biggest win was an 10-5 over nationally ranked South Carolina.

MEN'S SOCCER -- The College of Charleston finished with an 14-5-1 record last season and narrowly missed the College's first ever NCAA playoff bid. Wins came over such notables as North Carolina, Wake Forest and William & Mary.

MEN'S SWIMMING -- Head Coach Bill King guided the Cougars to a 6-9 record this past season including thrilling wins over LSU and East Carolina.

MEN'S TENNIS -- Coach Angelo Anastopoulo led the Cougars to a 17-9 record and a fifth place finish in the TAAC tournament. Big wins came against Cornell, Georgia Southern, James Madison and Charleston Southern.

MEN'S GOLF -- Under Head Coach Daniel Dukes the Cougars enjoyed an exciting spring season playing in six NCAA sanctioned tournaments. The golf team finished in the nation's top 50 for the first time ever and narrowly missed an NCAA tournament berth. The Cougars won the Tom O'Brien Invitational Tournament in the fall.

WOMEN'S BASKETBALL -- Scooter Barnette led the Lady Cougars to a 12-15 record including a 5-7 TAAC mark. Natalie Seel and Tara Currin each surpassed the prestigious 1,000-point career mark, while center Denise Hogue set a school record for career blocked shots with 359.

WOMEN'S VOLLEYBALL -- Led by Head Coach Laura Lageman, the Lady Cougars have compiled records of 29-22 and 28-11. Charleston's 28-11 mark last season included an 10-3 TAAC record and top seed in the conference tournament.

WOMEN'S SWIMMING -- Led by Head Coach Bill King, the Lady Cougars finished with a 2-11 record this past season, but finished fourth in the Southern States Championships.

WOMEN'S TENNIS -- The Lady Cougars finished with a 17-5 record under second year coach Angelo Anastopoulo. The ladies had impressive wins over Middle Tennessee

State, Georgia Tech and finished ranked 13th in the southeast region poll.

WOMEN'S GOLF -- In only their fifth season of competition, the women's golf team has become a highly competitive program. Their top finish was third in the Arkansas State Golf Classic with Cricket Morton finishing second.

WOMEN'S SOFTBALL -- Under the direction of Head Coach Shannon Gregg, the Lady Cougars competed for the first time ever in softball. Charleston posted a 8-31 record in its inaugural year. The Lady Cougars were young and gained much needed experience as the look to rank among the TAAC's elite in years to come.

EQUESTRIAN (Co-Ed) -- The Equestrian team successfully defended its Regional championship rallying from a 34-point deficit in its final competition to defeat the University of Georgia by four points for its 11th straight title.

SAILING (Co-Ed) -- The Sailing program continues to be one of the best in the country under head coach George Wood. The team finished in the top three in seven of eight competitions. The varsity squad was ranked 5th nationally and women were ranked 2nd.

MEN'S AND WOMEN'S CROSS COUNTRY -- Under the direction of Head Coach Ed Ledford, the cross country program has excelled in only three years of competition. The women won the College of Charleston Invitational, while the men placed second.

SENIOR VICE PRESIDENT FOR INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

PERSONNEL. The Personnel Department's responsibilities include planning, formulating, implementing, administering, and supervising personnel programs at the College of Charleston. These elements of responsibility are comprised of the recruitment, employment, classification, compensation, employee relations, and records retention for all classified employees of the College. The Personnel Department performs all of the administrative employment functions for the faculty and special program personnel; formulates policies and procedures within the framework of the State Personnel Employment directives; and ensures compliance and conformity in all personnel matters. The Department is responsible for the administration of all benefits programs available to all College employees, and is responsible for the College's staff development and training programs for non-credit courses. As of June 30, 1993, there were 384 filled classified positions and 364 filled unclassified positions.

MAIL SERVICES. The College Mail Services employs four full-time members. It provides delivery of student mail and parcels within the distribution center and two other centers totaling 3500 boxes. It provides pick-up and delivery of intra-campus and US mail to all College facilities. An Intra-State Courier Service is operated between the College of Charleston and other State agencies designated by the Budget and Control Board, Division of General Services, and Inter-Agency Mail Services. The College Mail Service also receives mailable parcels through Express Mail (US Post Office), Federal Express, United Parcel Service, AirBorne, DHL, and Roadway.

ADMINISTRATIVE SERVICES. The Administrative Services Department is responsible for providing the campus with telephone and quick copy services. The staff manages the campus telecommunications network, comprised of 1700 lines, and administers telephone service at remote locations. Support and facilities are provided to the Computer Services Operation for the transmission of data over the local network. Direction is given in the planning, acquisition, design, maintenance, and use of various telecommunications services and equipment, including identifying and providing for the College's disabled and/or impaired constituencies. Long range plans are forecasted and presented to the Division of Information Resources Management for further research and implementation. A revenue-generating student long distance service is administered, and monthly administrative telephone charges are justified and billed to the departments. Faculty, staff, and student telephone listings are updated regularly, and the staff compiles and publishes a "no cost" campus telephone directory, annually.

The procurement, maintenance, and amortization schedules for the copy center and fifteen satellite copy areas are also administered. The Campus Copy Center provides a quick copy service that includes high-volume copying, lay-out, design, spiral binding, and desktop publishing. The center is equipped with a press, high-speed copier, and other related equipment. Long range procurement plans and projections related to both telephone and copying technologies are developed and formulated into the College's annual Information Technology Planning Document.

ADMINISTRATIVE COMPUTING AND FACILITIES MANAGEMENT. The Administrative Computer Services Department is responsible for supporting all administrative staff with their computing needs and questions. The department provides support for a DEC VAX 6610 computer, DEC VAX 6420 computer, a Wang VS100 computer, and approximately 600 PC's and printers throughout the campus. Support also includes the enhancement and maintenance of all administrative computer application software on the centrally located large computers (student information systems, financial records systems, human resources system, alumni/development system, inventory system, etc.). Training, support, and programming is also provided for PC software. In addition to the providing hardware and software services, Administrative Computer Services also maintains the College's campus wide fiberoptics ethernet network as well as its connectivity to INTERNET, COASTNET, and other networks.

During the 1992-93 fiscal year, Administrative Computer Services made many enhancements to the College's computer software, hardware, and network. Software improvements included the implementation of a new Human Resources System which upgraded the payroll and personnel functionality as well as provided the College with a Position Control System. Also, massive federal regulation changes were applied to the Financial Aid System while simultaneously adding the ability to electronically transmit financial aid application corrections back to the U.S. Department of Education's national central processing system. Many resources were also dedicated to creating the required student, course, faculty, degree completions, and facilities data tapes for the Commission on Higher Education's new computer system. This project also involved the design and development of a new Facilities System for the College. Other major software projects were the development of a CARE software system, the installation of survey and other applications involving the new optical reader scanner, the conversion of systems from the Wang computer to the DEC VAX computers, and the installation of SAS ASSIST for creation of ad hoc reports by users.

Not only were new systems added, but use of the existing systems increased tremendously. Currently there are 330 users accessing Student Information Systems, 245

users accessing Financial Records Systems, 35 users accessing the Human Resources System, and 43 users accessing the Alumni/Development System. The use of the administrative electronic mail system has increased to 422 users. Use of PC software has likewise grown. Users also began to use PC Windows and DOS 6.0.

Hardware enhancements included the purchase and implementation of the new DSSI technology drives for the DEC VAX computers which resulted in an additional 3.5GB of space being added to the system. In order to improve the efficiency and security of the existing disk drives, the striped and shadowing techniques were implemented as well as faster ethernet controllers. Throughout the year many IBM compatible 386 and 486 PC's and Macintosh computers were assembled and configured for the users. Additional laser and ink jet printers were also installed.

The campus fiberoptics network continued to grow in both connections and functionality. Two new buildings were added to the network as well as 55 PC's, 10 printers, and 4 terminals. Connections to the Charleston metropolitan COASTNET network and the international INTERNET network were completed too. Work was also done to assist the Media and Technology office with the use of the campus fiberoptics cable for the campus video system. Network traffic increased as the users further utilized the shared software and data capability on the campus file servers, accessed the application and electronic mail more on the administrative DEC VAX computers, accessed the academic DEC VAX computer more for the Library System and Internet services, and as more students used the various Student computer Centers.

Another service implemented by Administrative Computer Services during 1992-93 was Helpdesk which provided the administrative users with one central location for reporting problems, questions and work requests. New assessment procedures were also implemented in an attempt to further increase the quality and efficiency of the services provided to the users.

ACADEMIC COMPUTING AND FACILITIES MANAGEMENT. Academic Computing serves as a key link between the academic community and the computer resources available to the College's students and faculty.

The department is charged with providing, staffing, and maintaining the computer facilities used for academic purposes at the College of Charleston. The department operates two computing centers open to all College of Charleston students. The Center in the basement of the Robert Scott Small Library contains 54 Zenith 386SX's, 13 Zenith 486SX's, 5 Centris', and 20 Macintosh IIsi's networked to two Zenith file servers. The Center in room 404 of the J.C. Long Building is equipped with 73 Zenith 386SX machines. These comprise two networks that are bridged to two networked classrooms in the same building. Additionally, there is a network of 24 Macintosh IIsi's and 10 Apple II's. Laser printing is available in both centers at no cost to students. All networks are loaded with a wide variety of software and help is available at all times. Additionally, free seminars on various application software packages and PC fundamentals are offered throughout the semester. The department operates libraries of software in the centers. The Centers are open seven days a week.

Additionally, the department manages a VAX 6510 for use by the academic community as well as running the Data Research Associate software for the Robert Scott Small Library for their automation. It also serves as the name server for BITNET and Internet.

There are small Student Computing Centers in each of the dormitories to which students have 24-hour access. These centers are equipped with Zenith 286 LP/8 computers.

There is also a small computing center in the Stern Student Center for use by the

commuter students.

Academic Computing is dedicated to promoting campus-wide computer literacy. The staff is committed to foster an atmosphere of learning and individual experimentation within the centers which will enable the ambitious student to progress beyond simple literacy. To this end, the Centers are equipped with a variety of tools designed to facilitate the dissemination of information, stimulate personal creativity and enhance problem solving capability.

FACILITIES PLANNING. The Facilities Planning Office is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range allocation program.

The College of Charleston's main campus comprises approximately eleven city blocks bounded by Vanderhorst, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administrative building), Towell Library (the original library), Porter's Lodge, Maybank Hall (classroom building), the Robert Scott Small Library, Central Energy Facility, Science Center, Thaddeus Street, Jr. Education Center, Physicians Memorial Auditorium, Albert Simons Center for the Arts (Fine Arts Center), Theodore S. Stern Student Center, Cafeteria, men's and women's residence halls (1,799 permanent beds), the President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to faculty and administrative offices, and student residences, a gymnasium constructed in 1939 as a WPA project, the F. Mitchell Johnson Physical Education Center, Physical Plant Repair Shops, the J.C. Long Building (Computer Services, Computer Science, and the School of Business), the Sottile Theatre and the former Sears building. The College also operates Grice Marine Laboratory at Fort Johnson on James Island and an Outdoor Activities Facility at Remley's Point in Mount Pleasant. Nine of the former residences are being leased from the College of Charleston Foundation for faculty and administrative offices and dormitories. During the 1992-93 fiscal year, the College completed or initiated several major projects including the renovation of the Sottile Theatre, various site development projects, and the partial expansion of the third increment to the Central Energy Facility.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction is not possible, and restoration and maintenance of existing buildings, primarily former residences, is regulated.

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 square feet. Forty-six percent of the buildings are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences.

The problem with the historic facilities is that most are not on the underground steam and chill water system or the centrally metered electrical distribution system. Most are heated with natural gas directly from the city service lines of SCE&G or an oil-fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, mainly inaccessible to the physically handicapped. Most of the buildings are wooden frame with ornate porches on each floor, the appearance of which must be maintained for historical purposes. Some have expensive slate or copper roofs. The interior and exterior walls of

these facilities need to be repaired and painted more often than standard institutional facilities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in a urban area, the College must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made in the early seventies and a Capital Improvement Plan published. The plan provided for the expansion of the college facilities at its present location. The existing buildings were to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the education, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old". The result is "an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through its presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center). Most recently, the College was presented the Carolopolis Award in January 1984, by the Preservation Society of Charleston in recognition of significant preservation efforts in the area for its restoration of 26 Coming Street for faculty offices.

The College evaluates space needs by major use categories and used three criteria to determine need. They include: the 1970 Master Plan, the 1981 Property Acquisition Plan and the 1992 Facilities Planning Analysis. The 1992 Facilities Planning Analysis determines current inventory , and recommended inventory for current enrollment based on normative standards or institutional policy; potential properties/facilities to meet needs. Although the Facilities Planning Analysis is in draft form and is currently being refined, initial facility needs include: classrooms, laboratories, office space, library, residence halls and parking.

MEDIA AND TECHNOLOGY. The Office of Media and Technology (OMT) provides media services to the College community. The OMT operates and maintains a campus-wide video network, a media library, production services, classroom and event support, permanent AV installations and a television studio. The OMT also produces instructional and informational videos.

PHYSICAL PLANT. Physical Plant operations completed the following projects during fiscal year ending June 30, 1993:

Renovated two leased properties, the Kress Building and Coles Building for new

classrooms and offices. Renovated former Bookstore for Student Health Services and offices. Installed new cooling tower for Central Energy Facility. Renovated former Sears Auto Center for Public Safety, Grounds, Financial Aid, Administrative Services. Renovated 133 Calhoun Street for Shops and Physical Plant offices. Renovated 45 Coming Street for additional Science Lab. space. Renovated Sottile House for office spaces. Renovated the Sottile Theatre (Gloria Theatre) into a first class performing arts facility.

MOTOR POOL. The Motor Pool is operated as a division of the Physical Plant and sixty-nine (69) vehicles are assigned. Thirty-five licensed motor vehicles (4 leased from DMVM) are available for general use, and thirty-four (34) general purpose vehicles are used by the Physical Plant, Grounds, Central Energy, and Custodial Services.

INSTITUTIONAL RESEARCH AND PLANNING. The Office of Institutional Research and Campus Planning is an integral part of the various institutional planning processes that exist for the preparation of both internal and external planning documents.

The Institutional Research component is responsible for the collection and analysis of management information for decision-making, the preparation of all required external reports for the Commission on Higher Education and the federal government, the preparation of special reports and research studies, the preparation of external questionnaires, surveys, the Annual Report, request for institutional statistics and information, and the maintenance of the College's Space Inventory.

The Planning component is responsible for the institutional planning on campus, including the annual action plan, five year plan, institutional effectiveness and reaccreditation.

ACADEMIC AFFAIRS

The 1992-93 academic year brought a number of opportunities and accomplishments. The division began its second year under the school structure. Several new undergraduate and graduate programs were approved in 1992-93. These include: Bachelors of Arts in Communications, and Bachelor of Science in Computer Information Systems and the Masters in English.

This section addresses in detail the activities of the Academic Affairs area which is assigned to the Provost/Senior Vice President for Academic Affairs. Academic Affairs is organized into five academic schools and the library, which include 23 academic departments and special interdisciplinary programs, and the Enrollment Management Division, which includes the academic student and program support services (i.e., Undergraduate Studies, Admissions, Registrar, Continuing Education and Financial Aid). The Vice President for Research and Professional Services/Dean of Graduate Studies position will be effective 1993-94. The Research and Graduate Studies division includes the Office of Research, the Office of Professional and Community Services, and the Office of Graduate Studies. The activities of the divisions are reported separately in the sections below.

ENROLLMENT MANAGEMENT. The primary responsibility of the Enrollment Management Division is to develop and implement a recruitment plan and to coordinate the academic support services necessary for the retention of students. Included in the

Academic Affairs area of the College of Charleston, the Enrollment Management division includes: the Office of Admissions and Continuing Education, Financial Aid and Student Scholarships, Student Intercultural Programs, Maymester/Summer Sessions, Registrar, Undergraduate Studies, College Skills Laboratory, Advising Center, Orientation, Learning Disabilities Services, Upward Bound, Special Programs for Minority Students, and Career Services.

Enrollment Management offices coordinate their efforts with all academic departments and the Student Affairs offices to reach prospective students, and assist and advise the enrolled students. Enrollment Management is a student-centered concept that fosters the personalization of academic programs and student services.

Recently, the College of Charleston has received Retention Awards from the National Center for Retention. These awards were given for developing model retention programs. This year one of the Undergraduate Deans was selected as the National Freshman Advocate for 1993. This honor is awarded to a person who has contributed to the retention of freshman students.

These retention efforts along with the better academic preparation of entering students has increased the retention of students from freshman to sophomore years by 12%, and increased the retention of transfer students by 25%. Over 6,500 applications were received by the Office of Admissions for Fall 1993. The average combined SAT score of the approximately 1,275 new freshmen students is 1019, up ten points from Fall, 1992.

Accomplishments in the Enrollment Management Division for 1992 - 1993:

1. Initiation of on-campus Summer programs to recruit additional minority students.
2. Continued increases in the retention and graduation rates for all categories of students.
3. 99% participation of new students in the orientation program.
4. Development of a new advising system for undeclared majors.
5. Implementation of transfer credit inventory within the computer system.
6. Expansion and coordination of services for Learning Disabled Students.
7. Completion of a pilot program - tutoring services for students in high-risk science courses.
8. Expansion of volunteer and career fairs including; three career fairs, on-campus recruiting, volunteer fair and numerous workshops.
9. Computerization of job postings and career interest inventories.
10. Timely implementation of new Federal Regulations for Financial Aid.
11. Renewal of the Upward Bound Grant, a program designed to prepare economically disadvantaged or first generation college youth for postsecondary education.

OFFICE OF ADMISSIONS AND CONTINUING EDUCATION. The Office of Admissions and Continuing Education coordinates the identification, recruitment, and selection process of undergraduate students who either seek a degree or wish to enroll for credit courses as non-degree students.

ADMISSIONS - Efforts have been directed at increasing the overall enrollment and academic quality of incoming students within the goals, objectives and mission set forth by the College. Applications for Fall 1992 increases over 1991 by 2%. Yet, a new student

enrollment headcount of 2427 represents a 5% decrease from 1991. This decline was primarily in new freshmen including provisional students, with significant increase in transfer enrollment. It should be noted that in spite of this one year decline, new student enrollments at the College have spiraled by 24% during the past five years (1964 headcount to 2427). Increases in academic standards for freshmen and transfer admission have paralleled these increases in enrollment, contributing to an 12% increase in first year retention rates for the same five year period. While the Southeastern region, including South Carolina, can expect a 4-5% yearly demographic decline in the number of high school graduates until 1994, freshmen applications to the College of Charleston continue to increase 2% - 4% yearly. Moreover, increases in the number of transfers from the technical and other four-year institutions have increased consistently during the past 5 years (+7% yearly) helping to solidly position the Office of Admissions to successfully attain its goals.

The interest in the College from more highly qualified applicants has resulted in greater selectivity with competitive admission standards. The average SAT scores of freshmen continue to increase. For 1992 the average score was 1009 compared to 994 in 1991 and 965 in 1988; five years ago. Evidence of increasing standards can also be observed in the percent of students entering with Advanced Placement scores (+6%); the number of freshmen students earning admission to the Honors Program (+42); and the number of entering students who previously attended Governor's School (+3).

The Office of Admissions further addressed on-going plans to better stabilize its staff and its operation to effectively deal with the increase in general inquiries and applications. The consolidation of the Office of Continuing Education with Admissions has been successfully completed and will result in better programming and services to adult students. A new version of the Student Information System (SIS-Plus) was implemented which allows for better tracking of student inquiries, increasing communication with prospective students, and assistance with on-line evaluation of transfer credits.

Expanded efforts include: further enhancements to the transfer evaluation process, transfer advising sessions in partnership with Trident Technical College, increased efforts to recruit minority students, and implementation of a laser disc production featuring campus programs and facilities.

CONTINUING EDUCATION - The Continuing Education credit program provides recruitment and advisement for returning adult students. The mission is to provide entry to credit courses and programs which meet the needs of the Charleston community.

Summary statistics: Continuing Education--Credit Program Headcount

	<u>Fall</u>	<u>Spring</u>	<u>Total</u>
1984-85	743	692	1435
1985-86	713	754	1467
1986-87	770	757	1527
1987-88	671	555	1226
1988-89	696	683	1379
1989-90	464	433	897
1990-91	463	526	989
1991-92	547	457	1004
1992-93	569	467	1036

The summary statistics are the headcount of adult students who registered through Continuing Education. Continuing Education is doing more recruiting, initial advising and

referral of adult students to degree-seeking status than in previous years. As expected, the number of "Continuing Education" (non-degree) students had decreased as more apply for degree status and as adult students increasingly require financial assistance to continue their education (CE students cannot qualify for federal financial aid). Yet, the number of adult students attending the College of Charleston continues to increase. A summary of the growing number of "adult" (21 and over) undergraduate students follows:

FALL '85	FALL '86	FALL '87	FALL '88	FALL '89	FALL '90	FALL '91	FALL '92
2388	2484	2395	2532	2606	2848	3335	4007

(Source: College of Charleston Factbook)

Recruitment and advising of adult students, Welcome Sessions, of the expansion of courses at the North Area Facility, the Incentive Grant Program, Learning Strategies grants, services to the military and to senior citizens have been highlights of this year. In addition, a cycle registration plan for returning adult students provides an opportunity for a Welcome Session, placement tests if needed, advising and registration approximately once every eight weeks throughout the year. Other services and programs offered through Continuing Education include: participation in the informal consortium of L.E.A.R.N. (Lowcountry Educational Admissions Representatives Network) in the presentation of adult "college fairs", sponsoring the campus Organization for Nontraditional Students (ONS), selection of the Thomas A. Palmer Award recipient, and staff training and staff development opportunities for college employees.

ACADEMIC ADVISING. The Advising Center is responsible for creating, maintaining, and updating advising files for all incoming students. As students declare majors, the Academic Advising Center inputs this computer data, and forwards the advising file to the department or advisor so that student records are complete during their stay at the College. The Center also provides support for instructors of the Freshman Seminar and Learning Strategies courses, and maintains the teaching files, books, and other relevant instructional material for these two courses. Staff of the Academic Advising Center also conduct faculty training for both of these courses, as well as advisor training for all interested College of Charleston faculty and administrators. SNAP (Special Needs Advising Plan) Services--advising primarily geared toward students with a learning disability--is also administrated through the Academic Advising Center and, beginning Fall 1993, most Nursing advising will be centered there as well.

CAREER SERVICES. The Office of Career Services provides a wide range of services for students and graduates including testing and counseling, workshops on choosing a major, job hunting, resumes and interviewing, job listings-full-time, part-time and summer, on-campus recruiting and resume referral. It also maintains an extensive resource center on careers, employers and graduate education. There is considerable use of computer technology for career information (including the South Carolina Occupational Information System), testing/assessment and administration. Highlights of '92-93 are noted below.

Personnel Area - A new director and administrative assistant/office manager were hired and began 7/92. The full-time placement coordinator resigned 8/92 and her successor started 11/92.

Career Fairs - The office held a total of 6 career fairs- 2 for private sector employers, 2 for school systems, 1 for organizations seeking volunteers and 1 for organizations seeking summer employees. These were very successful, well attended and allowed our students the opportunity to meet with and learn about a wide array of career and job opportunities. We had a total of 137 organizations visit campus and 1,598 students attend these fairs.

Outreach - Worked closely with many offices/organizations/student groups both on & off campus on issues of mutual interest/concern. These included our Student Intercultural Program Office, Upward Bound, Orientation, Family Fall Weekend, Open Houses, Chamber of Commerce Business Expo, Workforce 2000 conference, Air Force Transition Program and others. In most of these, staff developed and conducted programs/seminar.

Developed 3 Major of the Month Specials with academic departments and these featured alumni returning to campus to meet with undergraduates to share their personal and work experiences.....published 3 newsletters to the college community which featured a variety of information... met with many classes and student organizations (total of 74 and 1503 students).

Alumni Office - Jointly re-establishing a career advisory network...updated credential files for classes from '62-88... experienced increase in the number of alumni seeking career counseling and job seeking assistance.

Employment - Assisted Institutional Research office in its follow-up survey of 12/91 and 5/92 graduates to determine employment & graduate education status...instituted a very proactive resume referral process to area employers in 2/93...expended considerable efforts to increase the number of employers either visiting campus or listing positions for recruiting purposes...Recruiting - we had 62 organizations visit campus to interview a total of 371 students...the student employment operation expanded and served students (workstudy & non-workstudy) seeking jobs on campus and all off campus part-time jobs...the total number served was 2,485. The numbers of students off campus in part-time positions was 557 and they earned a total of \$1,295,715.22.

Others - The staff had a total of 1,294 individual counseling appointments...the office conducted 50 workshops attended by 252 students... an extensive report on '90 and 91 graduated was prepared for the AACSB accreditation report being assembled by the School of Business ... a computerized job/intern posting system (called jobhunter) was developed and put into operation during early spring '93 ... more training was provided to all employing offices on campus and a new student training program was purchased and refined for use during the '93-94 year.

In summary, the office is being more pro-active and involved in a multitude of issues and with many different groups. A strong team approach has been developed and more students are being served in more ways. '92-93 was a very positive and productive year.

COLLEGE SKILLS LAB. The primary focus of the College Skills Lab's activities is to provide a comprehensive academic support program which serves to promote increased retention as well as superior scholastic achievement of the students. Key accomplishments were achieved both within the component labs and through the cooperative efforts of the entire CSL staff. The noteworthy achievements included:

I. Student Services

- A. Significant utilization of the CSL by students during the academic year, including Maymester and Summer Sessions. Nineteen thousand eight hundred and sixty-six (19,866) student contacts occurred during the year by means of individual appointments, seminars, workshops, and in-class presentations. Student contact figures represent repeat contacts with individual students during the academic year.
- B. Continued development and presentation of additional learning skills seminars by CSL staff in the areas of text study, note-taking, test-taking, time organization, vocabulary enhancement, critical thinking, foreign language topics and preparation for exams. Critical reading seminars for targeted entering freshmen were piloted.
- C. Acquisition of computer and communication technology which has enabled the CSL to provide improved math, writing skills, foreign language, biology, reading and study skills instruction for the College's students.
- D. Increased availability of math and writing lab tutorial services in order to meet increased demand and maximize utilization of physical facilities.
- E. Continued delivery and assessment of post-graduate test preparation courses for students planning to take the Graduate Records Exam, Law School Admission Test, Graduate Management Admission Test, Miller's Analogy Test, National Teachers' Exam and the Medical College Admission Test.
- F. Recruitment, training, and evaluation of qualified peer tutors, including minority and non-traditional peer tutors/consultants, promoting the representation of diverse student populations as a part of the CSL staff.
- G. Expansion of the program for Supplemental Instruction (SI), an approach for collaborative study, directed at particular courses which have historically high rates of D's, F's and W's. Analysis of student performance data for biological science courses which SI was coupled with indicate that the program contributes to improving student performance and reducing attrition in the course.

II. Service to the Campus Community

- A. Service by CSL staff to college departments, programs, professional organizations and other colleges.
- B. Increased availability of services for the College's nontraditional, summer, bridge, and upward bound student populations.
- C. Continued acquisitions of materials and books by the Writing Lab Staff on Writing Across the Curriculum to serve as a resource center for faculty participating in the Writing Across the Curriculum Program and other faculty interested in increasing the quality of writing in their courses.

- D. Continued publication of the department newsletter to enhance communication between the College Skills Lab and the faculty, staff, students and family.

III. Professional Accomplishment

- A. Presentations by members of the CSL professional and peer consultant/tutor staff at national, regional, state and local conferences and workshops which served to bring recognition to the Lab and the College.

STUDENT INTERCULTURAL PROGRAMS. During the 1992-93 school year, the College reorganized the International and Exchange Programs and the Special Undergraduate Student Programs into the Student Intercultural Programs Office. This Office is responsible for the coordination of the recruitment and retention efforts on behalf of African American and foreign students. It also provides coordination for Study Away programs and campus wide diversity programs.

African American and Other Minority Students - During this year the Office has been engaged in an evaluation of the College's efforts on behalf of black students. The Director served on the President's Task Force for Minority Recruitment and Retention and also the Enrollment Management division's minority recruitment and retention committee. During this past year the following activities were initiated:

Closer Coordination with Admissions in the recruitment of black students, which included correspondence from the Office to all accepted African American students.

A special letter was sent to black students who had been offered scholarships by the College.

Invitations to all accepted African American students to participate in an expanded and improved summer transition program (SPECTRA).

Development and implementation of the College Experience Program, designed to give rising high school seniors (up to 60) a one week residential experience at the College of Charleston during June 1993. Fifty five (55) minority and/or first generation college students participated in this program. The program provides intensive SAT preparation, college choice counseling, financial aid information and social and cultural programming to students from all over the state of South Carolina. The program is designed to increase the number of minority students at the College of Charleston as well as to increase the pool of minority students who attend college in general. The program served 50 black, 2 Asian and 3 white female students.

Sponsorship of 31 students to two different leadership conferences, one at William and Mary and the other at the University of Cincinnati.

International and Exchange Programs - The Office continues to provide support services to all students who come to College of Charleston from a foreign country as well as to American students who seek a study away experience. The Office specifically

provides support to the foreign student population in the form of pre-application information, pre-arrival support and information, orientation and advising, and maintenance of the student's visa status. College of Charleston, American students, who wish to explore overseas study, travel or work opportunities, as well as information about national exchange possibilities are also served by the International and Exchange Programs Office. This office administers the International Student Exchange Program (ISEP), the National Student Exchange Program (NSE) and the Kansai Gaidai University Exchange in Osaka, Japan.

Once again a successful grant application was submitted by this office and was funded by USIA/Youth Exchange Programs for the Governor's School. This program funded five students from the Czech Republic and Slovakia and five students from Lithuania who participated in the 1993 Governor's School. This Office provided the coordination for this component of Governor's School.

The Office provides technical assistance to faculty members, chairs and deans regarding the immigration matters of non-US resident foreign teaching faculty.

Hundreds of College of Charleston students continue to visit the office each month for information, assistance and referral. During the 92-93 school year there were 148 foreign students on campus from over 60 foreign countries. Seven College of Charleston students went to various destinations to participate in National Student Exchange. We accepted ten students on NSE from campuses all over the country. Ten College of Charleston students went from France to Thailand this past year on ISEP. We accepted nine students to the College on ISEP. Nine students participated in independent exchanges with Lancaster University and several other European Universities. In addition to the exchange programs many more students participated in summer, one semester and Maymester/Summer study programs this past year.

Campus wide Diversity Programming - Social and cultural programming was provided to the entire campus during Black History Month, International Week and Women's History Month.

The Office initiated a series of lunchtime forums for students faculty and staff on diversity issues, called "Food For Thought".

GOVERNOR'S SCHOOL. The College continues to operate the Governor's School of South Carolina. This summer 255 students, rising South Carolina high school seniors, attended the Governor's School. They studied "Global Issues" and a specific subject matter course as their curriculum, and participated in a wide variety of cultural and educational experiences for a five week period. Again, ten (10) students from Eastern Europe were in attendance, providing a special international learning opportunity for the South Carolina students enrolled in the program.

OFFICE OF FINANCIAL ASSISTANCE AND VETERANS' AFFAIRS. The role of the Financial Assistance and Veterans' Affairs is to assist students and their families in the financing of their education. This assistance may be in the form of a combination of sources including federal, state, and institutional funds. For those students who qualify, federal assistance is available from Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, College work Study, Parental Loans for Undergraduate Students, and Supplemental Loans to Students.

The College of Charleston provides assistance to students through institutional employment on a part-time basis, scholarships, athletic grants-in-aid, and an institutional short term installment payment plan. Scholarships, while extremely limited, are available from endowed funds and other gifts provided by the College of Charleston Foundation.

In addition, many students receive awards from community and civic organizations. Veterans' benefits are available through the Veterans' Affairs Office.

ORIENTATION. The Orientation Office is responsible for the coordination of placement testing, advising, and registration of all new students at the College (this includes freshmen, transfer and readmit students, as well as those matriculating from Continuing Education); for educating these new students about the rules and regulations of the College; for introducing them to student services at the College; and for helping them and their parents understand and adjust to the difference between high school and college, or their previous college experience.

Four hundred and forty-five (445) students were served in the January 1993 session, and approximately two thousand four hundred nineteen (2,419) students will be served during the six orientation sessions from June through August 1993.

Two new student orientation programs were introduced this year. The first is a student panel sponsored by Student Affairs. The panel answers any questions about the College or college life that the new students might have. The second program, sponsored by the Student Government Association, orients students who will be living off-campus to neighborhood regulations, and teaches them to be sensitive to their neighbors. As always, we have continued to offer a personalized orientation for new students through small group sessions, homogeneous grouping and personalized schedules.

REGISTRAR'S OFFICE. All the functional areas of the Registrar's Office demonstrate a concerted effort toward refining, enhancing and automating the existing procedures and techniques used to provide service to students, faculty and administration. However, this progress is ongoing. Planned assessment and resulting refinement procedures have become a part of our continued routines. The functional areas reflecting the most effort and demonstrating the most progress in quality and quantity are:

- 1) Registration
- 2) Transcript Production
- 3) Enrollment Certification
- 4) Course Scheduling and Room Allocation
- 5) Records Update and Editing
- 6) Summer Session Travel Courses and Summer Session Publications
- 7) Customer Service

Continued planning in all areas will ultimately result in improved processing and service to all our students.

ACCOMPLISHMENTS:

<u>FALL</u>	1988	1989	1990	1991	1992	INCREASE
HEADCOUNT						
UNDERGRADUATE	5767	6267	6663	7513	7821	4%
GRADUATE	<u>435</u>	<u>511</u>	<u>1063</u>	<u>1268</u>	<u>1839</u>	<u>45%</u>
TOTAL	6205	6778	7726	8781	9660	10%

<u>FALL</u>	1988	1989	1990	1991	1992	INCREASE
FTE ENROLLMENT						
UNDERGRADUATE	4855	5516	6007	6666	6967	5%
GRADUATE	<u>177</u>	<u>222</u>	<u>354</u>	<u>403</u>	<u>552</u>	<u>37%</u>
TOTAL	5302	6738	6361	7069	7519	6%

The above data are based on the official Fall Enrollment for the years 1988 through 1992 for Fall. The increases represents positive, healthy growth in both headcount and FTE. Graduate Head Counts and FTE statistics include numerous contract courses which begin in the Summer and are graded in the Fall Term. In most cases graduate enrollments are part time so that the same per cent increase in head count will not reflect proportionately to the FTE increase as in the case of undergraduates. All services for students and faculty which the Registrar's Office provide must be rendered at the same effort whether the student is taking a three hour load or a twenty one hour load. Grades need to be processed, transcripts printed and mailed, courses and classroom scheduled, and registration must be accomplished for all these students. The following innovations represent achievements and other efficiencies.

1. Registration: Advanced notification for registration holds and impediments to registration.
2. Transcript Production: The automation of a logging and billing system to refine and improve the account billing segments of transcript production.
3. Additional refinement and modification to the course scheduling to increase better usage of classrooms and ultimately better schedules for students.
4. Enhanced guidelines and procedures for Summer Schools.
5. Greater production and efficiency in all areas.

UNDERGRADUATE STUDIES. The Office of Undergraduate Studies is responsible for the academic support services administered at the College. These services, including the offices of Orientation, Advising Center, College Skills Lab, and SNAP (Special Needs Advising Plan, services for students with learning disabilities), are designed to assist students in their academic life from orientation through graduation. The office additionally monitors the probation system and provisional student program. An academic early warning system, put in place several years ago, continues to improve student academic success. This year the data on probation and academic standing show that the number of students in academic jeopardy continues to decline.

The listed services of this office form a backbone of student retention efforts at the College. Retention of students from the freshman year to the sophomore year has continued to improve and now exceeds the national average for institutions like the College of Charleston (public, four year, selective, degrees to the MA level). The College recently won a national award for work done by the Undergraduate Deans in a retention program targeting academically deficient readmitted students.

SCHOOL OF THE ARTS. During the 1992 - 1993 academic year, the School of the Arts persisted in focusing its attention and resources on developing its facilities, curriculum, community outreach, faculty and staff, and student services in order to continue to meet its mission of educating the performing and creative artists and art scholars of the future. The four Departments within the School of the Arts continued to improve existing

programs and develop new means of serving the educational and cultural needs of students and the surrounding community. By offering courses appropriate for the Humanities requirement, the School also continued to play an important part in the advancement of the liberal arts curriculum at the College/University of Charleston. The School of the Arts offers the people of South Carolina educational and cultural experiences of a quality to match or exceed those of other institutions.

The 1992 - 1993 academic year was the Department of Art History's second full year as an independent Department within the School of the Arts. The students within the Department continued to give outstanding teaching evaluations to the full time members of the faculty. At the same time, the FTE Student/Faculty ratio remained one of the highest at the College/University of Charleston.

The Art History Department significantly expanded the Addlestone Program in Low Country Studies during the Spring 1993 semester. A series of three lectures featured George Fore, a restoration consultant, Graham Hood, Vice President of Colonial Williamsburg, and Kenneth Severens, Professor of New England Studies at the University of Southern Maine and former member of the Department's faculty. Department Majors and members of the community enthusiastically attended the series. In addition to these lectures, the 1993 Addlestone Program introduced the first three credit course in the Program. This course, a seminar entitled Eighteenth Century Charleston, took place during Maymester. Dr. Severens taught the course, combining classroom slide presentations and lectures with frequent on-site studies of Charleston architecture and art. The Addlestone Program illustrates how well the Department of Art History can take advantage of the rich resources in the Low Country.

The Department featured a regular series of Art History Lectures during the academic year. Speakers in these lectures addressed topics as varied as the Portland Vase, French Orientalist painting, and the work of Pablo Picasso. This series benefitted from strong student and community support. The first annual Patla Memorial Lecture in Antiques also took place during the past year. John Davis, Senior Curator of Colonial Williamsburg, discussed "Eighteenth Century Silver" during the Fall 1992 semester.

The Art History Department designed and put into place a major program change to strengthen the academic achievements of the Departmental Majors. The Department added Senior year requirements of a Senior Paper and a Methodology Seminar to the curriculum along with other necessary courses. These additions to the curriculum will better equip the Departmental Majors with the skills they will need to compete for top positions in graduate programs and in their careers. The Art History Department's assessment plan is contingent on these new programs.

With the encouragement of the Department's faculty, many Art History Majors are taking advantage of opportunities to travel to major collections and exhibitions and to study abroad. In January Dr. Garton and Dr. Mary Beth Heston arranged a trip to Washington, D.C. so that students would be able to view the important exhibition of Classical Greek art, The Greek Miracle. Dr. Frank Cossa and Dr. David Kowal taught in John Cabot University's Art History Department in Rome, Italy. Several of the Department's Majors participated in these classes.

A growing number of Art History Majors have expressed a serious interest in museum and gallery careers. To provide the students with the experience they will need to pursue these career goals, the Department has expanded its Internship Program. The students work in organizations as diverse as the Gibbes Museum of Art and the City of Charleston's Office of Cultural Affairs. The Gallery Director is responsible for managing all aspects of the Internship Program as well as teaching Gallery Fundamentals.

The Halsey Gallery benefitted from its first full time Gallery Director in the 1992 - 1993 academic year. Rene Paul Barilleaux established a notable schedule of diverse exhibitions with the intent of exposing students at the School of the Arts and the

College/University and the members of the community to work they would not regularly have an opportunity to view. In its review of Judith Yourman's installation pieces, Details at Eleven, Art Papers said the work was "incisive and probing, revealing human nature in its darker aspects."

A Gallery Lecture Series featuring artists and other speakers attracted over four hundred people during the course of the year. Over three thousand four hundred people visited the Gallery to view the exhibitions. It is significant that Professor Barilleaux obtained grants from the Charleston Area Arts Council to fund gallery guides for Nene Humphrey's Around the Edge and Regarding Beauty, a group exhibition the Gallery developed for the 1993 Piccolo Spoleto Festival. The presence of a full time Gallery Director has made it easier to develop important exhibitions for the Gallery.

The Department of Studio Art also completed its second year as an independent Department within the School of the Arts during the 1992 - 1993 academic year. Over the course of the year the Department endeavored to strengthen its curriculum and develop its faculty and Majors. It is important to note that the faculty of the Studio Art Department won awards as diverse as the Awards in the Visual Arts 11 and the prestigious Prix de Rome. The Department added three beginning level sections to its course schedule at the beginning of the year. This addition of courses allowed the Department to increase its enrollment by ninety students. The average Grade Point Average for the Department of Studio Art was 3.34 at the conclusion of the Spring 1993 term, slightly higher than the College Arts Association's estimated national average of 3.2. Two of the sixteen students who graduated from the Department in May graduated Cum Laude.

The Studio Art faculty conducted a number of workshops for students over the course of the academic year. Workshops in bronze casting, stretcher building, and regular Friday figure drawing sessions served to supplement the students' regular class work.

The Department of Studio Art brought David Beitzel, Director of David Beitzel Gallery in New York City, to the School of the Arts to act as the first outside juror for Young Contemporaries, the annual student exhibition. Mr. Beitzel, in an informal evaluation of the Studio Art Department, later wrote that he saw a "high energy level within this department which I found exciting and a real sense of caring about what takes place in the classrooms and studios."

The Music Department initiated its accreditation process in the 1992 - 1993 academic year. The Department brought Dr. Charles Schwartz, an evaluator from East Carolina University, to the School of the Arts in the Fall 1992 semester. Among his other findings, Dr. Schwartz said the Music Department's Bachelor of Arts in Music degree gives its students the same preparation as the regular Bachelor of Music degree, but the Department's degree has the added benefit of the College/University's liberal arts curriculum.

The Department added Professor Deanna McBroom to the faculty in a full time adjunct position. Professor McBroom oversaw the continuing development of the Department's recruitment program and supervised the distribution of scholarships within the Department. Through her efforts the Department will have four new students in its Vocal Program in the Fall 1993 semester. Six additional freshmen students will come to the School of the Arts at the same time to begin their studies as Music Majors.

The Music Department continued to produce the Monday Night Recital Series during the year, providing students and the community with a varied program of professional music performance at no charge. The performers in the Monday Night Recital Series nearly always perform for a full house. It is impossible to overestimate the goodwill the Series generates in the community for the School of the Arts and the College/University. The School of the Arts has, however, instituted an audience survey to determine how it might improve the Monday Night Recital Series and further meet the needs of the community.

The Thursday Night Student Recital Series, in its third year of production, provided students and the community with the opportunity to enjoy performances by students from the Music Department. The students directly benefitted from this Series by gaining valuable public performance experience. Student members of the College of Charleston Music Society developed the programs for the Series, the performances of which are free of charge.

The International Piano Series brought regional and national attention to the Music Department's Piano Performance Program. Now in its third year, the International Piano Series has established a standard for piano performance events in the Southeastern United States. The 1992 - 1993 Series featured performers from France, Poland, Austria, and the United States. In its review of the first performance in the Series, the Post and Courier said "It looks like the College's School of the Arts has done it again - putting together a world-class piano series." As part of the Series' educational component, students in the Piano Performance Program had an opportunity to attend Master Classes with these professional musicians. The performances in the Series itself are free of charge to students at the College/University.

In close association with the International Piano Series, the Music Department brought Maria Curcio to the School of the Arts as an Artist-in-Residence to teach a series of Master Classes. Madame Curcio, a former student of Arthur Schnabel, is recognized within the international music community as the premiere teacher of piano performance in the world. Madame Curcio has taught pianists such as Leon Fleisher, Radu Lupu, and Mitsuko Uchida. This significant event was Madame Curcio's first appearance in the United States in over twenty years, and students came from as far away as Hong Kong to study with her. In a profile of Madame Curcio, the Winston-Salem Journal noted that she indicated "she has found a U.S. haven at the College ... and she intends to come back next year." The School's Piano Performance Program will derive enormous benefits from the international attention this program has generated. The School of the Arts is also pleased that Madame Curcio invited Eunjoo Yun, a student of Professor Enrique Graf, to visit her in London over the summer for a series of personal classes. A generous benefactor of the School of the Arts funded Ms. Yun's trip.

Westminster Choir College's Dr. Joseph Flummerfelt was the 1993 Emily Remington Artist-in-Residence. Dr. Flummerfelt conducted the College of Charleston/Community Orchestra and the College of Charleston Concert Choir in a performance of Faure's Requiem. Taking place in the Sottile Theatre during April, the performance was free to the public and was the first event to take place in the Theatre following its extensive renovation.

During late May and early June, students and faculty from the Music Department took part in the 1993 Piccolo Spoleto Festival Noon Day Series at the School of the Arts and the Early Music Concert Series. Nine performances comprised the Noon Day Series, and Dean McGuire instituted ticketing for the events. The ticketing resulted in revenues of \$1,700.00. These funds will go toward the School of the Arts' scholarship and residency programs.

Performing in schools and public venues, the College of Charleston String Quartet traveled throughout the region to promote the Music Department's Strings Program and the Summer Music Workshop. In mid June thirty-one students from Virginia, South Carolina, and Georgia attended the School of the Arts Summer Music Workshop. The Workshop provided the students with an opportunity to study with professional musicians for a two week period and exposed them to the academic process at the School of the Arts. The South Carolina Arts Commission partially funded the Workshop with a grant of \$4,562.00. The Workshop helps the Music Department recruit new students for its programs.

The Theatre Department presented a full schedule of productions during the 1992 -

1993 academic year. Cloud 9, Personals, A Soldier's Play, and The Winter's Tale were the main productions, each taking place in the Robinson Theatre. More than five thousand seven hundred people attended these performances, and A Soldier's Play set record attendance levels. Student actors were the featured performers in each of these productions. The Post and Courier said A Soldier's Play was "a powerfully acted, superbly directed performance," and that it was "one of the best local productions staged lately, it should not be missed."

The Department instituted Premiere Theatre at the College of Charleston to enrich its production program by using local professionals, faculty members, and selected students in performances. Premiere Theatre presented three productions during the year: Eleemosynary, Strange Snow, and Fables of the (He)Art. The later event was part of the 1993 Piccolo Spoleto Festival. Over two thousand three hundred people attended these productions. The Post and Courier said that the production of Eleemosynary was a "sprite, whimsical portrayal of what could have been an overly cerebral play." The review also said that the production projected "a human quality that it lacked in its Spoleto Festival performance in 1989." Premiere Theatre also obtained funding from the Charleston Area Arts Council to help cover promotional costs for a series of staged readings of new scripts. The total level of attendance for all Theatre Department productions in the 1992 - 1993 academic year numbered over thirteen thousand individuals.

Student productions such as Standing on my Knees, The Big Funk, and Kay's Korner allowed the Department's students to experiment with writing and production in the theatre. These performances took place in Room 220, the Department's "Black Box" theatre. Over one thousand three hundred people attended six student productions during the academic year.

The Masque of Beauty and the Beast, a Department children's theatre production, toured nine schools, the children's ward at the Medical University of South Carolina, and the Stern Student Center on the College/University campus. Over four thousand elementary students in the greater Charleston area were able to see this production.

The Robert Ivey Ballet, in Residence at the School of the Arts, presented a dance program in both the Fall 1992 and the Spring 1993 semesters. Professor Ivey will join the Department's faculty as a full time professor in the Fall 1993 semester and work to establish a Dance Minor within the Department.

In March the Department hosted the Southeastern Theatre Conference's Symposium on Theatre in the Antebellum South. Over twenty scholars from the United States, Canada, and Great Britain attended this symposium.

During the 1992 - 1993 academic year the Department of Theatre added a component in Computer education to THTR 209, Stagecraft. This modification of the curriculum was a minor expression of the Department's interest in exposing all of its students to computer applications in the Theatre. The faculty pooled their Research and Development funds to purchase an ARGUS lighting system for the Robinson Theatre. This advanced system will enable the faculty to introduce the students to state of the art technology while they learn their craft. The Department also hosted presentations by Apple Computers to allow students and faculty to learn about new computer technologies.

The Department continued its Senior Exit Surveys and Senior Exit Interviews and compiled the information from these assessment programs in order to incorporate the material into its assessment plans. The Department is also preparing a program to enable the faculty to assess students' writing skills.

To begin the accreditation process, Professor Allen Lyndrup, Chair of the Theatre Department, attended the 1992 National Association of Schools of Theatre Conference in August 1992. The Department also brought a representative of NAST to the School of the Arts to learn what it must do to attain full accreditation from the organization.

The accomplishments of the School of the Arts' Departmental Majors and alumni were quite varied during the academic year. Art History Major John Richard Spear participated Harvard University's Model United Nations during the Spring 1993 semester. Mr. Spear was also a member of the School of the Arts' Student Advisory Committee. The University of South Carolina accepted Lee Gay Love for graduate study in Art History, and Miscellany published work by Kristin Kelly. Studio Art Majors Haven Vanette Benoit and Lynn G. Fradejas graduated Cum Laude, and Ms. Fradejas was a College of Charleston nominee for Who's Who Among Students in American Universities and Colleges. The School for the Visual Arts in New York accepted Cleland Moore for graduate study in art. Ms. Moore also participated in Encompassing Grounds II, a group exhibition in Richmond, Virginia. Studio Art alumnus Brian Rutenberg exhibited his work in two group exhibitions at Cavin-Morris, Inc. in New York, New York, and in a solo exhibition at the Greenville County Museum of Art.

Five of the Music Department's Piano Performance Majors performed in Drayton Hall's Annual Candlelight Benefit Concert in March, 1993, and eleven Voice and Piano Majors appeared in the Piccolo Spoleto Festival Noon Day Series in May and June. During the academic year, three of the Music Department's Piano Performance Majors performed with the Charleston Symphony Orchestra, and Tommy Gill was a featured recording artist with MacMaster's Jazz Orchestra. Indiana University has accepted Jana Peterson and Kevin Eckard for graduate study in Voice Performance, and two of the Music Department's alumni, Stephen Kramer and Dean Lentz, will continue their educations in Europe. Mr. Kramer will pursue graduate studies in Piano Performance at the Chopin Academy in Warsaw, Poland, and Mr. Lentz will study Music Composition at the Academy of Performing Arts in Prague, Czech Republic.

Students in the Department of Theatre obtained Internships with organizations as diverse as PBS in Charleston, Spoleto Festival U.S.A., Seaside Summer Theatre in Daytona Beach, Florida, the Santa Fe Opera in Santa Fe, New Mexico, and the Virginia Shakespeare Festival in Williamsburg, Virginia. Other students participated in Summer Training Programs with the American Conservatory Theatre in San Francisco, California and the National Shakespeare Conservatory in New York, New York. Larry Campbell organized Rich in Culture, an African American Arts Festival in April of 1993 and served as the Director of the Afrikan American Performance Troupe. This group gave several performances at the School of the Arts during the academic year. The University of South Carolina accepted Elaine Graham for graduate study in Theatre.

In the 1991 - 1992 academic year, the Department of Art History and the Department of Studio Art worked together to develop and present Painting Self Evident, Evolutions in Abstraction. The School of the Arts produced this exhibition in conjunction with the Gibbes Museum of Art and the City of Charleston's Office of Cultural Affairs as part of the 1992 Piccolo Spoleto Festival. The artist David Novros, whose work is in major museum collections, came to the School of the Arts to create an installation in the central stairwell of the Simons Center for the Arts for that exhibition. This painting was to have been on extended loan to the School of the Arts. Dean Edward C. McGuire began negotiations with Mr. Novros and representatives of two foundations in the Fall 1992 semester in order to acquire the painting as a part of the permanent collection for the School of the Arts and the College/University of Charleston. By the conclusion of the semester the painting, with a value in excess of \$125,000.00, belonged to the institution.

Artists-in-Residence play an important part in the educational process, especially in the performing and creative arts. To improve the School of the Arts' Artists-in-Residence programs, Dean McGuire approached the original benefactors of the Gian Carlo Menotti Artists-in-Residence Endowment to request that they increase the corpus of the endowment. The Quattlebaum family graciously agreed to contribute an additional \$25,000.00 to the endowment over the next five years. The School will match this gift to

bring the corpus of the endowment to \$100,00.00. This increase in the endowment will ultimately enable each Department within the School of the Arts to host an Artist-in-Residence every academic year. Dean McGuire also persuaded the family to allow the School to rename the endowment the Quattlebaum Artists-in-Residence Endowment.

Representatives from each of the School of the Arts' Departments participated in the four Admissions' Open House events during the year. The School has created a standard program to introduce prospective students and their parents to the School of the Arts' and its Departments. The students may ask the faculty members specific questions about Departmental programs and possible performance/educational opportunities in Charleston. The School also works with the Charleston County School System's Gifted and Talented Program to present two programs each year to ninth grade students. In the Fall 1992 semester the event focused on the history, art, architecture, and theatre of the Italian Renaissance. The Spring 1993 event allowed ninety students to attend classes to help them obtain a "college experience" in one day.

In the 1992 - 1993 academic year the School of the Arts began to develop more cooperative programs with other arts organizations in Charleston. The School joined the Charleston Area Arts Council in hosting three workshops during the academic year. These workshops addressed the topics of grant writing, tax laws and non-profit organizations, and the marketing of art. As co-sponsor of these workshops, the School was able to send up to ten students or faculty to each workshop at no charge. The School of the Arts also worked with the Gibbes Museum of Art's After Hours Group to arrange a gallery tour and a pre-Spoleto lecture by a set designer.

The School of the Arts' Student Advisory Committee continued meeting through the academic year. Dean McGuire established the Committee in the 1991 - 1992 academic year to facilitate communication between the School's students and himself. As in the previous year, the students used the meetings to learn about College/University policy matters, plans for the School's curriculum, security matters, and funding for the School's programs.

Students from the Visual Arts Club and the College of Charleston Music Society worked with one another to produce ARTSFEST 92, an interdisciplinary arts festival. The festival took place in November. Using existing programs as a base for the festival, the students arranged a site specific exhibition of student work, a noon day concert series, and various performances in and around the School of the Arts.

The School of the Arts' Media Resources Coordinator created informational materials and public relations documents to support the Departments' varied programs. The Calendar of Events outlined basic information about series the School produces on an annual basis, special exhibitions, performances, and lectures. The School also produced programs, posters, and brochures for its events.

The School obtained significant foundation support from The Liberace Foundation for the Performing and Creative Arts for scholarships in the 1992 - 1993 academic year. Six students in the Departments of Studio Art, Music, and Theatre benefitted from a grant of \$3,000.00. The Foundation also informed the School that it will increase the grant amount to \$5,000.00 for the 1993 - 1994 academic year.

Through the last quarter of the year Dean McGuire negotiated with representatives of Yamaha Corporation of America to obtain pianos for the School of the Arts' Piano Performance Program. The agreement, when complete, will bring the Music Department a minimum of sixteen pianos for a total value in excess of \$200,000.00. The agreement will also provide for the maintenance of the instruments.

Prior to the conclusion of the academic year, the Dean of the School of the Arts and the Dean of the School of Business Administration and Economics completed work on a proposal for a Minor in Arts Management and Administration. The rapid growth in the arts industry has created new job opportunities in organizations such as arts councils,

festivals, galleries and museums, and performance companies. Those students who are aware of the special needs of the arts community and who possess basic management and accounting skills will be the primary candidates for positions with such arts organizations.

The School of the Arts and its Departments have grown tremendously within the last few years. To remain competitive the School must continue to develop its curriculum, expand and improve its facilities, enhance its programs for the students and the community, increase its faculty and staff, and attend to the financial and cultural needs of its student constituency. In addressing its needs the School of the Arts must also continue to develop programs to introduce its students to new technologies so that they will be fully educated and prepared to compete with their peers when they enter the job market.

The faculty and staff of the School of the Arts play a significant role in the development and implementation of its programs. These individuals are committed to maintaining high standards of educational excellence within the School. The School's primary goal is to present its students with the best possible arts education within a liberal arts curriculum while meeting the cultural needs of the community.

SCHOOL OF SCIENCES AND MATHEMATICS. The School of Sciences and Mathematics includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics. (See the Organizational Chart.) In 1992-93, our academic family consisted of 81 permanent faculty members, 49 adjunct faculty, and 1,316 student majors. A total of 221 students graduated from our programs in the academic year. Even with inherently small laboratory classes, the average class size was 28.3, significantly larger than the average of 26.1 for the entire College. The student/teacher ratio was 19.4. Sciences and Mathematics shared heavily in the overall growth of the Institution with increases in the number of enrollments by 20 percent over that of the previous year. Faculty taught a total of 421 sections, a 20 percent increase over 1991-92. The amount of funding needed from the Central Adjunct Account for staffing jumped by almost \$220,000 over that needed in 1991-92. This funding increase was needed because of the increased number of sections taught, a greater number of faculty sabbaticals, and less available lapsed-salary funds to offset these costs. In addition, a small amount was used to pay student assistants to help some faculty who were assigned larger upper-division sections in response to especially high student demand.

ACCOMPLISHMENTS:

Faculty - Faculty in Sciences and Mathematics published 5 books, published 44 refereed journal articles, wrote over 60 other articles, presented over 75 papers, and attended over 140 professional meetings. Faculty from the School of Sciences and Mathematics submitted proposals for almost \$4 million dollars in outside funding. Although several of these proposals are still pending, we have already received award letters for \$711,751. These include a remarkable seven grants from the National Science Foundation. Perhaps even more noteworthy is that, of 43 proposals submitted, 27 have been awarded, 10 are still pending, and only 6 have been rejected. This would be an incredible acceptance rate even for a research university and is graphic testimony to the quality of the faculty in Sciences and Mathematics at the College of Charleston. The amount of external funding attracted has increased by 950 percent in only three years.

FISCAL YEAR	NUMBER OF PROPOSALS	AMOUNT OF PROPOSALS	NUMBER OF GRANTS	AMOUNT OF GRANTS
1989-90	21	\$701,385	8	\$66,673
1990-91	26	\$1,575,590	8	\$258,508
1991-92	32	\$1,277,193	11	\$471,852
1992-93	43	\$3,933,084	27	\$711,751

Students - Individual attention to students by faculty is still the hallmark of instruction at the College of Charleston. Nowhere is this more evident than in the emphasis of undergraduate research in the School of Sciences and Mathematics. Once again the College of Charleston made an impressive showing at the Annual Meeting of the South Carolina Academy of Sciences. Forty-three presentations were made by faculty and students. Two Physics students were honored by Sigma Xi Society for particularly meritorious papers in Physics. Terry Biorn and Georgia Richardson, both from the Department of Physics, were given awards at the Sigma Xi banquet for the quality of their presentations. The NASA/JOVE Program provided opportunities for several of our undergraduates. Jason Permenter, J. David Green, Tracy Byrd, and Robert Gamble presented papers at the Seventh National Conference of Undergraduate Research at Salt Lake City. Under the direction of Mitchell Colgan and Robert Nusbaum, the students performed research at such a level that all earned recognition at the meeting by NASA/JOVE officials. V. Ted Millings was awarded a NASA intern scholarship through the Lunar and Planetary Institute, Johnson Space Center. A Physics major, Arnold Tharrington, was chosen by a competition for a fellowship to participate in research at the Fermi National Accelerator Laboratory at Batavia, Illinois during the summer of 1992. A Geology major, Eric Cathcart, conducted research with a professor from Furman University on a National Science Foundation grant to conduct geological mapping in Canada. Doug Marcy, a Geology major, worked as 1993 summer intern at Westinghouse Savannah River Laboratory.

PROGRAMS - Several programmatic accomplishments marked 1992-93:

Computer Science completed its first year of its newly accredited Bachelors Degree in Computer Science. In addition, the Department received approval from the Commission on Higher Education (CHE) to change the name of its degree in information systems to the Bachelor of Science in Computer Information Systems.

The School of Sciences and Mathematics proposed to the Faculty Committee on Curriculum and Academic Planning an undergraduate Minor in Environmental Studies. This will be a suitable minor for students in any major.

The Geology Department implemented an emphasis in Environmental Geology as part of its baccalaureate program.

The Department of Chemistry proposed a BS degree in Environmental

Chemistry.

The Biology Department completed a thorough redesign of its introductory sequences. Mission statements for these courses provide a philosophical framework for improved syllabi.

The Department of Mathematics proposed the establishment of Math 103, "Contemporary Mathematics with Applications," as its primary course for students who are not planning to take advanced mathematics. This course would immerse a liberal arts student in a meaningful mathematical discovery designed to enhance appreciation and understanding of mathematics and the role of mathematics in contemporary society.

Enrollment in the Marine Biology Graduate Program jumped from 22 to 46 in the fall of 1992. A new senior-level scientist was hired as Professor of Biology and Director of the Marine Biology Graduate Program.

The School of Sciences and Mathematics, in cooperation with the School of Education, began development for a proposal for a Master of Education in Sciences and Mathematics.

Perhaps the most important program consideration of the academic year was the development of a proposal to CHE for a joint degree with the Medical University of South Carolina (MUSC) for a Master of Science in Environmental Studies. The first four years of this program would be fully funded by the Department of Energy and it would make over \$1 million dollars available to the College for program development.

The School of Sciences and Mathematics sponsored several special programs through the academic year:

After several consecutive summers of Woodrow Wilson Institutes at the College, the Woodrow Wilson Foundation took the final step and recognized the College of Charleston as its sole South Carolina site by offering all seven of its institutes on the College of Charleston campus in the summer of 1993. Six of these seven institutes are in the School of Sciences and Mathematics. Over 200 enthusiastic science and mathematics teachers have participated in these workshops.

The Sixteenth Annual College of Charleston Math Meet and Lowcountry Science Fair were held in February. Approximately 1,300 students from 90 schools in five states attended.

Bill Kubinec of the Physics Department served as founder and coordinator of the Lowcountry Middle/Elementary Academy of Science (MESAS). Five-hundred students and teachers in the fourth through eighth grades representing 36 schools attended concurrent sessions in the Science Center in October.

In summer, 1993, Sciences and Mathematics hosted the first two organizational meetings for the participation by Charleston County schools, colleges, and universities in the South Carolina Systemic Initiative Project, newly funded by the National Science Foundation.

The departments of Computer Science, Geology, Mathematics, and Physics participated in the project, "Reforming the Major," sponsored by the Association of American Colleges (AAC). Each of these departments has developed activities to assure that integrated, coherent, major programs serve to enhance the liberal education of our students.

SCHOOL OF BUSINESS AND ECONOMICS. The College of Charleston's School of Business and Economics has had another successful year in 1992-1993. With nearly 50 articles, books, software packages, and cases, the School's Faculty maintained a high-level of productivity. Although the degree of the School's success with its students is not as easily assessed, it is, nevertheless, evident in the excerpts from the following letter received in 1992-1993:

"Thank you so very much for the honor of receiving the Fanchon Morrow Condon Memorial Fund Award, Outstanding Student Award and Departmental Honors. The award money is very much appreciated and will be used toward my Masters and Ph.D. work at the University College London.

The Economics Department at the College of Charleston is outstanding and challenging. I feel that I have come away with a strong foundation for the pursuit of my Masters and Ph.D. degrees in economics. My ultimate goal is to teach economics at the college level. I hope that I may inspire my future students such as the professors at the College of Charleston have inspired me.

Thank you again for the honors I have been awarded. I am indeed fortunate to have had the opportunity to attend the College of Charleston."
(Marcia Snyder, 1993 Economics Graduate)

The School of Business and Economics is focused on the service to and success of BA/ECON students. In this regard, BA/ECON continued to innovate both in and outside the classroom. Two examples included a "block course" taught by Dr. Marsha Hass and Mr. Eric Nielsen (Law for Business Managers and Personnel Management) which emphasized the importance of law in human resource management and "An Intermodal Management Shadow" program by Dr. Paul Nelson. The latter provided students the opportunity to see organizations "through the eyes of a senior executive" in this industry. Outside the classroom, the School's TQM Task Force initiated a TQM courses as a pilot project and a special TQM training courses offered to faculty, staff, administrators, and business executives with the goal of implementing TQM into the School.

The School also continued to provide its domestic travel study courses with the award winning travel program on Industrial Development in South Carolina (by Dr. James Snyder and Michael Witunski) and an innovative course on white collar crime (by Dr. Gary Tidwell). There continued to be visits by Fortune 100 executives including Gail Blanke, Senior Vice President of Avon Products, Inc., as well as other distinguished executives and professionals. The School of Business and Economics continues to enjoy tremendous success by its students on the CPA Exam, has initiated a most innovative internship program due to the generosity of Mr. Stanley Schottland, Chairman of American Packaging Corporation, and has inducted its sixth group of Betta Gamma Sigma and its eighth group of Omicron Delta Epsilon honorees.

The strength of any school lies both in its students and its faculty. The School of Business and Economics has an outstanding group of teacher-scholars committed to teaching, learning, and the discovery and dissemination of knowledge. In the Accounting and Legal Studies Department, Dr. Roger Daniels presented a paper at the national legal studies meeting; Dr. Marsha Hass was selected as President of her national business law organization Dr. Linda Plunkett had her textbook, Accounting Principles published; Dr. Robert Rouse had three manuscripts published in refereed journals; Dr. Mack Tennyson

had his most recent book published, Making Committees Work; and Dr. Gary Tidwell had published Anatomy of a Fraud: Inside the PTL Ministries. In the Economics and Finance Department, Dr. Bill Ballard had a manuscript published in a refereed journal; Dr. Jane Cleary presented two papers at professional meetings; Dr. Michael Morgan had a student study guide published; and Dr. Perry Woodside presented a paper at the national meeting of Financial Experts and had a manuscript published in a refereed journal. In the Department of Management and Marketing Dr. Bob Anderson had his most recent book titled Managing Small Business published; Dr. Abdul Aziz was one of twenty experts invited to advise the establishment of International Management Centers by International Islamic University in Kuala Lumpur, Malaysia; Dr. Joseph Benich authored three manuscripts published in refereed journals and presented a paper at his national meeting; Dr. Mark Hartley had one of his manuscripts published in a refereed journal and presented or had published ten manuscripts in proceedings; Dr. David Menachof was the faculty advisor to our student team that won the "Logistical Pursuit" Competition at Clemson University; Dr. Paul Nelson had completed his international logistics simulation/software; Dr. Howard Rudd was selected Secretary-Treasurer for the SBAA and Board Member for the South Carolina World Trade Center, Charleston, and Dr. James Snyder continues to hold the NationsBank Teaching Professorship.

During 1992-1993, the School of Business and Economics continued its innovative programs. The South Carolina Economic Developers' School completed its third year of programming at the College of Charleston, reflecting an innovative partnership between the Governor's Office, the South Carolina State Development Board, the South Carolina Economic Developers Association and the College of Charleston. As indicated previously, the School also initiated and completed its first total quality management class and training program.

Consistent with its mission, the School of Business and Economics continues its close and productive relationship with the community. The inaugural School of Business and Economics Advisory Board met for the second and third time during this year. Drs. Bill Ballard and Jane Clary continued to provide "The Charleston Economy" economic summary to the community. Likewise Drs. Mike Morgan and Perry Woodside continued to coordinate the South Carolina Economic Developers' School held at the College of Charleston. Dr. Robert Anderson and Dr. Mark Hartley provided free or low-cost technical assistance to both the campus and the business community. Additionally, Dr. Hartley initiated our agreement to provide the regional purchasing index for PMAC-V. The School's Intermodal Transportation Program continued to place an impressive number of students in both international and regional intern positions.

A member of the School's faculty, Mr. George Spaulding, continued to serve as a columnist for The Post & Courier, while Dr. Howard Rudd successfully hosted the Southern Business Administration Association Conference this past Fall. Lastly, the School of Business and Economics continued to play a major role in the South Carolina International Trade Conference, annually attended by over 800 delegates from throughout the world. During this conference, 30 BA/ECON students participated and 15-20 of the College's international faculty served in an outreach program to middle and high schools.

SCHOOL OF EDUCATION. The School of Education includes three academic departments: the Department of Educational Foundations and Specializations, the Department of Elementary and Early Childhood Education, and the Department of Physical Education and Health. The Early Childhood Development Center, the Office of Certification and Student Teaching and the Office of Professional Development are also components of the School of Education.

Undergraduate Program - The 15 undergraduate teacher education programs continued to attract well-qualified competent students. Between May, 1992, and May, 1993, the number of undergraduate students admitted to the programs and pending admission to teacher education programs rose to a total of 1534. This figure reflects a 20% increase in the number of elementary education majors, a 13% in the number of special education majors, and a 15% increase in the number of secondary and K-12 minors.

The undergraduate program in Physical Education and Health has grown to a total of 132 majors. This total reflects a 50% increase over last year. Strong physical activity programs were maintained for the college and greater community.

During the 1992-93 school year a total of 173 students met all requirements for graduation with an undergraduate major in elementary education (148), special education (31), or physical education (21). A total of 33 students graduated with other majors and certification in secondary or K-12 education. This is a 12% growth rate for majors, eight growth for secondary, K-12, and a 61% growth rate for physical education.

Graduate Programs - The three graduate pre-service teacher education programs also continue to attract well-qualified, competent students. There are presently 159 graduate students enrolled as regular degree students in the Master of Arts in Teaching Programs, of which 51 were admitted during this reporting period.

There are 380 regular degree graduate students in the three Master of Education degree programs, of which 50 were admitted during this reporting period.

Graduate degrees were awarded to 84 students, with 52 receiving M.A.T. degrees and 32 receiving M.Ed. degrees.

Growth was again achieved in the Professional Development in Education graduate program, with 194 courses offered. Over 3700 teachers and administrators were enrolled in these courses.

Education Entrance Examination (eee) - The number of EEE first time examinees from the College of Charleston rose from 117 in 1985-86 to 459 in 1991-92. During that time, the number of people taking the test in the state rose from 2772 to 4126. Our growth rate was 292%. The overall growth in the state was 48%. The College of Charleston "share" of preservice teachers has risen from 4% of the total in the state to 11% of the total during those years.

Early Childhood Development Center - The Early Childhood Development Center provided top-quality day care service for 60 children aged two through five, 40 of whom were children of full-time College of Charleston students, staff and faculty. All College of Charleston faculty and staff children were accommodated in the program. Over 200 community children are on the waiting list for admission to the program.

Faculty - The productivity of the faculty in the School of Education remains high. Numerous publication, presentation, and contributions to the college and local community attest to this fact. The faculty as a whole remains highly dedicated to excellence in teaching, research, and community contributions.

Department of Educational Foundations and Specializations - The Department of Educational Foundations and Specializations has the responsibility for the following:

1. the preparation of competent teachers of special needs learners (behavior disorders, learning disabilities, and mental handicaps) K-12,

2. in conjunction with academic departments, providing teacher education programs for students seeking certification to teach in secondary schools grades 9-12, and
3. staffing the core, or "foundations," courses which are common to all teacher preparation programs in the School of Education.

The faculty is composed of ten full-time, tenure-track, faculty members who hold the terminal degree. Other members of the faculty are: the Dean of the School of Education, the Assistant Dean for Certification and Student Teaching, the Assistant Dean for Professional development, the Director of the Accelerated Schools Project, the Director of the Science Leadership Training Project, and the Director of the Javits Project for Gifted and Talented Students. At the graduate level two degrees are offered: (1) the Master of Arts in Teaching (M.A.T.), which leads to initial certification in an area of Special Education, and (2) the Master of Education (M.Ed.), which is intended for those who are already certified teachers. The M.Ed. is offered jointly with the Citadel, the Military College of South Carolina.

Individually and collectively, the faculty is a highly talented and productive group. As teacher educators, the faculty devotes most of its efforts to the preparation of competent teachers for the children and youth of this state. A wide variety of services to the college and larger communities is also evidenced. A complementary emphasis is given to research and professional development.

Department of Elementary and Early Childhood Education - Seven programs are offered by the Department of Elementary and Early Childhood Education. At the undergraduate level, students can major in elementary education and over 90% of those majors continue on to seek certification by student teaching in elementary or middle schools. Additionally, two programs are available for those wishing to add early childhood and middle school certification to elementary credentials. Early childhood and elementary M.A.T. programs are provided at the graduate level for students who did not major in education as undergraduates, but who are now interested in becoming certified teachers. There are also early childhood and elementary level M.Ed. programs, both of which are populated predominantly by teachers already teaching.

The twelve full time faculty members have all had elementary and middle school teaching experience. Such experience is a basic requirement for adjunct faculty as well. This year the department utilized both full time and part time adjuncts because of the growing number of education majors.

Department of Physical Education and Health - The department continues to work under the assumption that quality programs in physical education and health are an important entirety in the lives of the totally educated person. During the year the department underwent significant growth in students served, courses offered and an increase in student majors. The improvement in our majors program was a welcome 50% increase. The increase can be attributed to several curriculum changes and more active involvement by departmental faculty.

The internship experiences have become very important components in several of our optional tracks. These experiences continue to offer hands-on professional activities and potential for summer employment.

Physical Education activity courses are maintaining their popularity with the general study body as electives. An increase in variety and course offerings has continued to meet and challenge students in ways that address their needs to be involved in the unique experiences offered by our department.

Excellence in faculty commitment remains moderate as judged by their continued efforts to product various publications, presentations, and contributions to the college and local community.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES. The 1992-1993 academic year was the second year of operation of the School of Humanities and Social Sciences. The School comprises the academic departments of English and Communications, History, Languages, Philosophy and Religious Studies, Political Science, Psychology, and Sociology and Anthropology. It also includes the following academic programs: American Studies; African American Studies; African Studies; International Studies; Jewish Studies; Urban Studies; and Women's Studies. Minors in Communications and Criminal Justice are offered within the departments of English and Communications, and jointly by Political Science and Sociology and Anthropology, respectively. (See the Organization Chart at the end of this report.)

The School of Humanities and Social Sciences includes approximately one half of the faculty and student enrollments of the College of Charleston. This large and diverse academic unit is marked by its excellence in both faculty and student productivity. The School generates 50% of the College's student credit hour production at the undergraduate level.

Graduates of the School of the Humanities and Social Sciences constituted the largest single group of degree recipients at the May 1993 Commencement.

Total numbers of degrees awarded were as follows:

Humanities & Social Sciences	335
Business & Economics	182
Education	172
Sciences & Mathematics	149
Arts	47

The School also boasts five of the programs with the largest number of majors in the College. These degree programs are Psychology, Political Science, English, History, and Sociology. The popularity of these majors enables us to have high student credit hour production at both the lower and upper division and, of course, in large part explains why it produces the largest number of bachelor's degrees.

ACCOMPLISHMENTS:

PROGRAMS:

- * The South Carolina Commission for Higher Education conducted two external peer reviews of the English major and the Urban Studies major, and submitted its final report on the review of Philosophy and Religious Studies from the previous academic year. The program in Philosophy received a highly complimentary review and the minor in Religious Studies was also commended. The major in English was also given a highly complimentary review and the proposed graduate program (MA in English) was endorsed by the review team. The Urban Studies major was also given a strong endorsement and high praise by the review team.
- * The new major in Communications was officially launched and has already garnered over 125 new majors.

- * The MA program in English, offered jointly with The Citadel, has been approved by CHE and will be offered in the fall of 1993.
- * A new minor in African American Studies was established and Professor Emeritus Eugene Hunt (English) was designated as the honorary first Coordinator of the minor.
- * Several departments were selected for inclusion in the College's 1992 Annual Assessment Report and were recognized by CHE for excellence in their assessment programs. These included: English, History, and Philosophy. For 1993, the departments of Languages (Spanish), Psychology, and Sociology/Anthropology were selected for inclusion in the Annual Assessment Report.
- * A new minor in Languages & International Business has been designed and submitted to the Faculty Curriculum Committee for approval in the early fall. The Department of Languages has collaborated with the School of Business & Economics to offer courses in Accounting in French and Spanish.
- * The Jewish Studies program has established a Community Advisory Board to support its activities.
- * A chapter of Phi Delta Phi, the National French Honorary Society, was established by the Languages Department in April.
- * A chapter of Alpha Kappa Delta, international honor society in Sociology, was established this spring.
- * The Women's Studies Steering Committee sponsored a comprehensive program of speakers, panels, films, etc. during Women's History Month.
- * The Department of English and Communication, with support from Academic Affairs, sponsored the Charleston Writers Conference. The Conference was organized by Professors Paul Allen and Bret Lott.
- * The Department of Philosophy and Religious Studies hosted the annual meeting of the Southeastern Conference for the Study of Religion.
- * The Political Science Department conducted a Taft Seminar for Teachers in July, 1992.
- * The Philosophy Department sponsored a "Colloquium on Constitutional Law" in honor of President Harry M. Lightsey, Jr.'s retirement in September.
- * The Department of English and Communication and the Office of the Dean, in conjunction with Clemson University and The Citadel, sponsored a highly successful National Writing Across the Curriculum Conference in February. The conference was organized and implemented by Professor Sylvia Gamboa.
- * The Language Department sponsored a special Pedagogical Workshop for Educators in Interpretation in June. The workshop was organized and implemented by Dr. Virginia Benmaman, Professor of Spanish.

- * The Language Department offered its first graduate course in Spanish this year and is preparing proposals for masters level graduate programs.
- * The Department of English and Communication sponsored the First Annual College of Charleston Symposium on Literature in April.
- * The History Department conducted an Eisenhower Institute for Teachers. The Institute was conducted by Dr. Randy Sparks.
- * The Institute for Public Affairs and Policy Studies received \$140,000 in external funds through contracts, grants, and projects.
- * The Institute for Public Affairs serves as the home of the Harborwatch Project, a not-for-profit environmental project.
- * The Master of Public Administration program was successfully reaccredited by the National Association of Schools of Public Affairs and Administration in August, 1992.
- * New department chairs were appointed in Psychology (Dr. David Gentry), History (Dr. George Hopkins), and Political Science (Dr. Jack Parson).
- * Dr. Jane McCollough of the Political Science Department was named Director of Urban Studies.
- * Dr. Alpha Bah of the History Department was named Coordinator of African Studies.
- * Dr. Joyce Carpenter of Philosophy was named Coordinator of Women's Studies.

Faculty - The School of Humanities and Social Sciences is especially proud that two of its faculty received major faculty awards for this year; one faculty member was nominated for the Governor's Professor of the Year Award; and one of our Emeritus faculty was awarded an honorary doctorate by the College.

- * Dr. Eugene Hunt, Professor Emeritus of English, received an Honorary Doctorate of Humane Letters at the May Commencement.
- * Dr. Larry Carlson, Professor of English, won the College's Distinguished Teaching Award.
- * Dr. Larry Carlson, Professor of English, was given the Outstanding Teacher Award for four year Public Institutions in the South Atlantic Region by the South Atlantic Association of Departments of English.
- * Dr. James Hagy won the College's Distinguished Research Award.
- * Dr. Nan Morrison was nominated by the College for the Governor's Professor of the Year Award.

- * Two of our Distinguished Professors, Dr. Earl Kline of Political Science and Dr. Norman Olsen of English, retired this year after 40 and 30 years of service to the state of South Carolina, respectively.
- * Dr. Clark Reynolds received the following special recognitions for the corpus of his work in naval history: Rear Admiral Samuel Eliot Morison Award for Naval Literature; Admiral Arthur W. Radford Award for the Preservation of Naval Aviation History; and the K. Jack Bauer Award in naval Biography.
- * Dr. David Frankfurter, faculty member in Religious Studies, received a two year visiting appointment to the Institute for Advanced Studies at Princeton.
- * Dr. Edmund L. Drago, Department of History, has received a Fulbright Scholarship to Italy for the spring semester of 1994.
- * Dr. June McDaniel, Religious Studies Program, has received a Fulbright Scholarship to India for the 1993-4 academic year.
- * Dr. Joseph Kelly of the English Department has received an NEH Summer Stipend. This is the most competitive of the NEH faculty awards.
- * Dr. Rosemary Brana-Shute of the History Department has been selected for an NEH Summer Seminar at Johns Hopkins University.
- * Dr. Jack Parson of the Political Science Department served as Speaker of the Faculty and Dr. David Mann of the Political Science department is the incumbent Speaker of the Faculty. All Speakers of the Faculty except for one have come from the faculties of Political Science (Tom Palmer, Frank Petrusak, Bill Moore, David Mann, and Jack Parson) and History (Malcolm Clark and Michael Finefrock).

Students -

- * The School of Humanities and Social Sciences continues to generate more undergraduate student credit hours and graduate more majors (38% of the May graduates) than any other school.
- * Five of the majors offered by departments in the School are among the top 10 majors at the College: Psychology, Political Science, English, History, and Sociology.
- * A 1993 graduate, Tiffany Hammond, who completed a double major in English and French was the College's first Fulbright Scholarship recipient.
- * Three of the five top honor graduates at the May Commencement were from the School. All three earned perfect 4.00 GPAs.
Karen J. Powell-Crooks, BA in English
Alice R. France, BA in English
Forest E. Mahan, BA in History
- * Cynthia Clegg (BA in History) won the Phi Kappa Phi Prize and Alice R. France (BA in English) won the Phi Kappa Phi Merit Award

- * Tiffany Hammond, English-French double major, was a recipient of the Bishop Robert Smith Award.

Special Projects -

- * AAC Project on Re-forming the Major

The College is one of eight institutions selected competitively to participate in a project of the Association of American Colleges on Re-forming the Major. Departments from the Schools of Humanities and Social Sciences and Sciences and Mathematics have worked on specific projects designed to bring greater coherence and integrity to majors and to explore connections between the major and the general education curriculum and among majors. Faculty involved in the project attended the annual meeting of AAC in Seattle, Washington and met with their counterparts from the other participating institutions. AAC provides \$10,000 for each to two years to support the project. Two departments (Physics and Sociology/Anthropology) held curriculum retreats this summer. Other departments are working on restructuring the sequence of required courses in the major; coordinating assignments within the major's program of study to ensure increasing levels of skill acquisition; rethinking the role of coverage in the major compared to acquisition of methodological skills and theoretical frameworks within the major; designing capstone experiences; and linking assessment efforts to curriculum reform in the major. Perhaps the most important consequence of the project thus far has been the initiation of serious dialogue within these departments about the nature, purpose, structure and sequencing of the major.

- * International Studies Working Group

A campus-wide committee including faculty and staff undertook to review the College's International Studies program and make recommendations for internationalizing the campus and the curriculum. The report of the International Studies Working Group was submitted to the President and Provost, endorsed by them in principle, and has been circulated to the faculty. Faculty in the School of Humanities and Social Sciences were well represented on the Working Group and several departments in the School will play critical roles in implementing some of the report's recommendations. Next year a special committee will follow through on the various recommendations made in the report and it is anticipated that a number of new initiatives in International Education will be undertaken.

- * An Amazing Grace: The Southern Lady in America (Humanities Media Project)

Dr. Elizabeth Hanson, a research associate in the Office of the Dean of Humanities and Social Sciences, has been developing a major humanities media project in consultation with Dr. Hines; Dr. David Cohen, Dean of Libraries; and Virginia Friedman, Director of the Center for Media and Technology. The project will be composed of six one-hour documentary films. Each of the programs will explore and illuminate the role of the Southern Lady in the South and in American culture. Dr. Hanson and the noted screenwriter, Robert Seidman, are preparing materials for submission to the National Endowment for the Humanities and to various foundations for support for screen writing and production. A series of state humanities projects throughout the South are in progress and have been funded by the various humanities councils within North Carolina, Virginia, and Mississippi. In addition, funds have already been awarded by the Babcock Foundation and the Trident Community Foundation to support the project.

GRANTS AND PROFESSIONAL AND COMMUNITY SERVICES

SPONSORED PROGRAMS. The Office of Sponsored Programs (OSP) promotes externally funded research, training, and demonstration projects at the College of Charleston. The OSP is a central source of information on major government agencies, foundations, and corporations which support research and scholarship. Staff provide assistance to faculty members, administrators, and students from conceptual development and planning through implementation and management of funded projects. Assistance is provided in identifying potential extramural funding sources; developing proposal narratives and budgets; completing standardized application forms; assuring compliance with all applicable federal and state regulations; negotiating grant awards and contracts; and administering funded projects.

Extramural Funding - In Fiscal Year 1992-1993, grant and contract expenditures totalled \$1,585,401. This represents a 57% increase over the previous fiscal year.

Forty-six percent, or \$731,416, of grant and contract funds were expended for research activities. Training activities accounted for an additional \$301,064, or 19%, of expenditures. The remaining 35%, or \$551,921, were expended for public service activities.

Federal funds accounted for 91%, or \$1,438,205, of total grant and contract expenditures during Fiscal Year 1992-1993. Major sponsors included the National Science Foundation, the U.S. Department of Education, and the U.S. Department of Commerce through state funded programs. Two percent, or approximately \$30,000, were expended for programs funded by state dollars. Local sponsors provided 1%, or approximately \$11,000, of the funding. The remaining \$106,388, or 7%, were provided by private sponsors.

These grant awards and contracts contributed to advancement of knowledge and professional development of faculty members, provided funding for undergraduate and graduate students, and afforded the College an opportunity to render special services to the Charleston community.

Internal Funding Programs - Faculty research and professional development were supported during Fiscal Year 1992-1993 at the departmental level and through special funding provided by the Offices of the President and Academic Affairs. Additionally, \$42,140 in competitive research awards were presented to 71 faculty members on the recommendation of the College's Committee on Faculty Research and Development.

PROFESSIONAL SERVICES TO THE COMMUNITY. The Office of Professional and Community Services provides workshops, special courses and full conference/meeting services to the academic, governmental, and professional communities. The Office is housed in the 15,000 square foot Lightsey Conference Center at 160 Calhoun Street. This modern facility can accommodate individual groups of ten to 350, with a total capacity of 720 simultaneously.

Within the Charleston community, the faculty of the Institute for Public Affairs and Policy Studies provided professional services to numerous local governments, especially smaller jurisdictions, to support and improve their administrative and policy efforts. Faculty of the Business and Economics department worked extensively with the various components of the transportation industry in the Charleston area to develop educational services and meet training needs for this sector of the local economy. The faculty of the Fine Arts Department continued to provide its expertise in a variety of ways to support

local efforts (e.g., the Spoleto Festival and the Moja Festival) in the arts. The Department of Education's Office of Professional Development arranged for the delivery of a variety of graduate level courses as requested by the local school districts.

LIBRARIES. The mission of the College of Charleston Libraries, an administrative unit supporting the undergraduate and graduate academic studies, is to make available the records of intellectual endeavors consistent with the present and anticipated teaching, research, and service programs of the College of Charleston and the University of Charleston. In order to fulfill this mission and remain at the center of the academic enterprise, the library staff acquires, organizes, disseminates, delivers, and preserves information resources. With the growing availability of information in electronic formats, in addition to in-house collections, the library becomes the major gateway on campus for access to local, regional, national, and international information resources.

Enhancements in the area of library automation and computer access to information systems continue apace. This year the initial CoastNet goal, easy access to the library at nearby colleges and universities became a reality. Faculty and students who use the campus network or the library terminals can now check the book and journal collections at the Citadel, MUSC, Trident Tech and the County Library. The librarians have also introduced some new information databases. In addition to the eight Wilson Periodical Indexes, students and faculty now can use thirty-five FirstSearch databases from OCLC to place interlibrary loan and document delivery requests.

The library staff also enjoyed some success in the area of fundraising and grants. This year is the first year of participation in an NEH grant for preserving and cataloging the Grimke pamphlets. The National Historic Public Records Commission also funded cataloging collection level records for some of our archives and manuscripts. Finally several local groups, notably the Post & Courier Foundation and the local chapter of the American Institute of Architects funded new acquisitions of books and journals.

Use of services continues to increase reflecting the College's growth. The introduction of double staffing on the reference desk has allowed the reference librarians to answer 20% more questions than in 1991-1992. Circulation and interlibrary loan numbers are at all times high as well.

One disappointment. While the number of new books and journals purchased is far higher now than it was ten years ago, we were not able to sustain the extraordinarily high acquisition rates attained in 1991-1992. Still, there is much to be pleased about in the collections area. Few libraries anywhere can claim to have added 85 new journals, a net increase in journal titles of more than 3%.

AVERY RESEARCH CENTER. During its third year and only second full year of residence in the renovated Avery Normal Institute building, the Research Center continues its very promising efforts to facilitate the study of African American heritage with excellent results. The Center saw several personnel changes this year. Myrtle Glascoe, the Center's only director resigned to take a position in the School of Education at the College. The responsibilities of director are presently being shared by Harriet Cochran and Donald West. Rebecca Graebner, who was hired in January, 1993 as an Administrative A was up-graded to the position of Archivist I. The recently instituted student intern program has provided excellent professional support service in both the exhibit/museum and archives areas. Student workers and interns are also exposed to alternative career opportunities. Public programs, outreach services, exhibits, and building tours remain on of the Center's best strategies for acquiring personal papers and manuscript materials from the wider audience in the state.

The holdings of the Archives include a non-circulating reference library of more

than 4000 volumes and nearly 90 manuscript and photographic collections which measure over 600 linear feet. For the 1993 year, the Center's recent acquisitions include the Frank Albert Young Manuscript and Book Collection; the Zion-Olivet Presbyterian Church Records; Dr. Eugene C. Hunt Collection of Books, Manuscript and Photos; the Albertha Fields Library Collections; Charleston County Department of Social Services Records; Trinity United Baptist Church Records, Savannah, GA (microfilm); and the latest installments of earlier archival collections.

The list of on-site users at the Center's archives also continues to grow with more than 570 individuals requesting materials from the archives' reading room since January, 1993. There has also been a significant increase in patron use by letter and telephone. Patrons have come from institutions like UCLA, UC of Berkeley, California; Ohio State University; Howard University, UN Chaoelk Hill, Florida A&M University Gettysburg College, Florida State University and the University of Florida. International visitors to the Center have come from Canada, Germany, Sierra Leone, Chile, Spain and Australia, just to name a few places,

During the 1992-93 fiscal year, there were three exhibits and related public programs done. They were: "Paramount Chiefs of Sierra Leone: Photographic Portraits by Vera Viditz-Ward;" "Black Charleston: In Slavery and Freedom;" and Phillip Simmons: Keeper of the Gate." During the same fiscal year (from 7-1-1992 to 9-1-1993) 3,889 persons visited the Center;s exhibits and/or toured the building.

UNIVERSITY OF CHARLESTON. The University of Charleston, was created by the Legislative Assembly of South Carolina on July 1, 1992, as a new institution for research and graduate studies. The University of Charleston and the College of Charleston together form a strong bond as a comprehensive public university serving the Lowcountry of South Carolina.

In 1992-93, the University of Charleston added one new graduate program, the degree of Master of Arts in English, to its roster of graduate programs. In addition, two other Master's degree programs are in the process of being approved before the Commission on Higher Education -- a Master of Science in Environmental Studies and a Master of Science in Accounting.

In addition, the external funding for research, training and public service increased 57% to approximately \$1.6 million.

Finally, the University of Charleston conducted a nationwide search for a Vice-President for Research and Professional and Community Service and Dean of Graduate Studies, a search that attracted approximately 170 nominees and applications. The search was concluded with the acceptance of the position by Dr. Wayne Patterson, who is expected to join the University of Charleston on August 16, 1993. Dr. Patterson was formerly Associate Vice Chancellor for Research, Director of the Advanced Computation Laboratory, and Professor of Computer Science at the University of New Orleans. In addition to the position described above, Dr. Patterson also holds the rank of Professor of Computer Science at the College of Charleston.

Dr. Gordon Jones, the first leader and Chancellor of the University of Charleston, will return to the position of Dean of the School of Sciences and Mathematics.

GRADUATE STUDIES. Enrollment in established graduate programs at the University of Charleston, South Carolina (UCSC) continues to grow as does the community's interest in diverse post-baccalaureate education. Enrollment in graduate programs increased by almost 45% for all degrees between Fall, 1991 and Fall, 1992. The number of students enrolled as degree-seeking candidates rose over 23% in the same time period.

On July 1, 1993 the University added a master's degree in English to the list of

graduate program offerings. This new degree is the third joint master's degree developed between the University of Charleston and The Citadel. (The other two programs are in history and special education). In addition the public administration program is conducted jointly with the University of South Carolina. The Commission on Higher Education is now considering two proposals from the University. One proposal is for a joint UCSC-Medical University of SC Master of Science degree in environmental studies, and the second proposal is for a Master of Science degree in accountancy.

Master's degrees were granted to 127 men and women in the period 1992-93 with the following distribution:

Master of Education and Master of Arts in Teaching (Early Childhood, Elementary and Special Education)	105
Master of Arts in History	2
Master of Science in Marine Biology	7
Master of Science in Mathematics	6
Master of Public Administration	7

INSTITUTIONAL EFFECTIVENESS. The general education objectives are to develop reading, writing, and oral communication skills; to develop critical thinking and problem solving skills; to develop familiarity with information retrieval systems; to develop a commitment to intellectual curiosity and lifelong learning; to develop global awareness; to develop an appreciation of cultural diversity; and to enhance affective development. The College's 1992-93 Faculty Assessment Committee has focussed on how well the general education program has met the first two general objectives; to develop reading, writing, and oral communication skills; and to develop critical thinking and problem solving skills.

The Committee identified three assessment procedures to measure written communication and critical thinking skills. They included completion of the locally designed data base to identify which outcomes and objectives are addressed in courses across the curriculum, administration of a nationally standardized critical thinking test as a pilot-test and the administration and external evaluation of student writing ability of students who have taken at least five general education courses.

Committee findings in the areas include the following conclusions:

1. The data revealed that only a handful of students did not have any experience in computer usage and non-western thought. The data did show that students have fewer experiences with Oral Presentation, Computer Usage and Non-Western Thought than the other goals and objectives. The Committee found that:
 1. The range of student experience between schools is close. Student experience with the goals and objectives is similar across the schools.
 2. Critical Thinking was consistent across the schools, while students in the Humanities and Social Sciences have the highest average of experience in Written Communication and Oral Presentation compared with students in Sciences and Mathematics.
 3. Students in Sciences and Mathematics, on the other hand, have the highest average experiences in Problem Solving and Computer Usage compared to students in Humanities and Social Sciences.

2. The ACT Critical Thinking Examination was administered to a sample of juniors and seniors in Spring 1993. The results will be analyzed during Summer 1993 and reported in the 1993-94 Institutional Effectiveness Report.
3. The pre-test and the post-test scores were matched by student and a differential was computed for each. Below are the overall essay score means and standard deviations for the pre-test, post-test, and the difference.

	<u>N</u>	<u>MEAN</u>	<u>STANDARD DEVIATION</u>
PRE-TEST	98	3.612	1.19
POST-TEST	98	4.418	1.24
DIFFERENCE	98	0.806	1.43

A T-test was computed. This is a method for computing a statistic for testing the hypothesis that the pre-test and post-test are equal, that is, that the difference is equal to zero. The statistic revealed that a significant difference exists between the pre-test and the post-test (p-values < 0.0001).

Majors or Concentrations - During the 1992-93 academic year all academic departments prepared revised assessment plans and indicated assessment activities to be undertaken during the year. All academic departments are using multiple measures for assessing the effectiveness of their programs. All departments have submitted final reports on assessment activities for the year to the Assessment Committee and in their departmental annual reports. Many aspects of the program assessments were clarified as a result of department faculty experimenting with locally developed tests, questionnaires, portfolios, exit interviews, and pretest/post-test exercises for specific classes. One of the most important benefits of the assessment efforts has been the extensive discussion that has gone on in the various departments. All departmental assessments of majors and concentrations include: (1) a statement of purpose and goals consistent with the institution's goal statement contained in the three year Planning Document and approved by the faculty, administration and Board of Trustees; (2) assessment procedures for each goal and its objectives; (3) and a plan for using assessment results for improving the quality of the major.

Several departments were identified as those whose assessment implementation plans would be reported on for this year. The programs whose assessment results are reported below include Anthropology, Computer Science, Economics, Geology, Languages - Spanish, Music, Sociology and Studio Art.

Five year planning documents continue to include assessment specifically with numerous objectives in relation to the goal. These documents are reviewed and approved by the academic dean, Academic Affairs, and the President. Five Year Plans are submitted each March.

The Office of Academic Affairs - The Office of Academic Affairs provided staff support across the campus during 1992-'93. Of particular significance was the support provided to the 1992-'93 Faculty Welfare Committee, which studied faculty salaries and issued its report in May 1993. Academic Affairs is in the process of analyzing this report for use by the Administration in its scheduled review of faculty salaries during 1993-'94. Another major thrust of Academic Affairs over the past two years has been its work on the Academic Assessment process at the College. Academic Affairs conducted surveys of

the 1991-'92 and 1992-'93 Faculty Assessment Committees, Academic Deans and Department Chairs. Ten of the twelve respondents indicated that they received adequate and clear information about the academic assessment process and that they felt that the process had worked well. Additionally, the respondents indicated that they wanted the academic process "to matter" and that they wanted Academic Affairs to publicize noteworthy efforts. As a result of the information obtained, Academic Affairs will be working with the Academic Deans and Assessment Committees to identify ways that departmental assessments can be recognized both with publicity and fiscal recognition.

Enrollment goals were established and approved by the Provost and President's Office and were disseminated to the Board of Trustees, the Deans, Department Chairs and the Academic Support Staff. The enrollment goals were either met or exceeded for Fall 1992 and Spring 1993 and retention rates continued to increase for all categories of students including new freshmen (82.4%), transfers (71.2%) and black students (88.0%). As a result of the dynamic state of the College's enrollment, the Institutional Enrollment model is being refined to assist in the projection of needed sections and seats on a departmental basis.

The division of Enrollment Management, which is housed within the Office of Academic Affairs, surveyed its twelve Dean/Directors and received eight completed responses. The consensus among the Deans/Directors was that the Enrollment Management goals and priorities were clearly defined for the Enrollment Management division, and should be more clearly articulated to the rest of the campus community. A variety of other recommendations resulted from this survey and will be reflected in the operation of Enrollment Management during 1993-'94. Specifically, Enrollment Management will send more information to the Faculty Newsletter; present information to faculty committees will include students on enrollment management committees and groups; will continue the Board of Trustees Report; will include information in the Cougar Pause; and will consider an Enrollment Management newsletter. Both the quantitative and qualitative assessment results in the Enrollment Management division were extremely positive. The management and leadership style appears to be effective and no major changes are foreseen.

***Registrar** - During 1992-'93, the Registrar's Office conducted random sampling of Continuing students, which revealed a good spread of scheduling for all students surveyed, except for a portion of the College's Biology majors. Based upon this information, more seats in the major and core courses in Biology were requested. Review of the majors after continuing student registration also indicated that with the exception of certain Allied Health and Biology majors, courses were adequate. This will continue to be reviewed and updated after final Fall registration.

Grade conformation sheets were distributed to the faculty for their verification. The grade changes in most cases were due to incorrect shading of the bubble sheet, although shading errors have decreased over the past year. A limited number of scanning problems were noted and adjustments to the computer program were made, which should correct this scan problem. Students who have reviewed their transcripts upon request have noted errors in contested failing grades due to lack of appropriate withdrawal process (i.e. the students stopped attending) and instances where the transfer credit was not posted (i.e. the student did not have a transcript sent or provide documentation from the department). In both areas the Registrar's Office is working in conjunction with the other areas of Enrollment Management to improve communication and procedures to eliminate these problem areas.

Student verification of their degree audit and enrollment certification, as well as departmental review of degree candidates and their audits raised several questions, but

revealed minimal, if any, errors. Likewise, transcript problems have been minimal and the Registrar's Office is working on a new system which will flag these problems and assist in determining specific numbers and issues.

***Orientation** - One of the primary functions of Orientation is the administration of placement tests in English, Math, Reading and Foreign Language. The number of students taking these tests in 1992-'93 was comparable to prior years with one notable exception. All students were required in the past to take the Reading placement test; however, this drew multiple complaints from students, especially from transfer students. In response to this, the College's Skills Lab undertook a study to determine the correlation between the Nelson-Denny Reading test scores and the students verbal SAT or ACT scores. Criteria was established so that students with SAT or ACT scores at a certain level were no longer required to take the Reading placement test. Also, for the first time, Foreign Language tests were used to place students in advanced courses and award them credit for their knowledge if they successfully passed the course they were placed into. Thus far this modification has received a positive response from both the students and the Foreign Language department.

Student and family orientation evaluations were collected, tabulated and disseminated to program coordinators. As a result of this information, several new pilot programs were begun in January 1993. Student Affairs sponsored a student panel where new students could ask "seasoned" students questions about the College in particular, and College life in general. A mandatory meeting sponsored by the Student Government Association was established for all students living in off-campus apartments, in order to encourage good relationships between students and the community. Additionally, other sessions have become mandatory, including the session on personal safety, the session on respecting individual differences on campus, as well as the off-campus/on-campus living presentations.

In particular, both the sessions on "respecting individual differences" and the "off-campus living program" have received a positive response. Accordingly, programs have been developed during the school year to continue the education of students about diversity issues. Also, the written information disseminated to the students at the off-campus living program has been adopted by the City of Charleston for use in other neighborhoods.

***Financial Aid** - The 1992 reauthorization of the Higher Education Act has had a significant impact on the Office of Financial Aid. This impact has manifested itself in delays and/or a total redirection of the office's planning for the fiscal year 1992-'93, which also includes the beginning cycle for 1993-'94. The implementation of the 1992 HEA began with the 1993-'94 delivery system and the numerous delays at the Federal level have resulted in an estimated sixty (60) day delay in the College's normal delivery system for Financial Aid.

Despite all the difficulties, the Client Services Survey rated the operations of the Office of Financial Aid at 3.0 or higher on a five point scale. Interestingly, students rated the publications high in satisfaction, but on another question indicated that they felt more written communication was necessary. This will receive closer attention at the Enrollment Management retreat currently scheduled for Fall 1993.

***The College Skills Lab** - The College Skills Lab developed a methodology to measure attendance of new freshmen at the Skills Lab during 1992-'93. Results of this methodology indicate that usage of the College Skills Lab was considerable, with 44% of the entering freshmen class electing to voluntarily use the academic support services

available in the CSL during Fall 1992. 16% of the entering freshmen who were enrolled in Math courses used the services of the Math Lab, which suggests the need to strengthen the awareness of the lab by the student population. 29% of entering freshmen enrolled in English classes, however, use the services of the Writing Lab and this number will be used as a baseline to measure future attendance. Only 3% of the entering freshmen students enrolled in Foreign Language classes used the Language Lab and 6% of the students enrolled in Social Sciences, Philosophy and History classes used the resources of the CSL. As a result, a study will be conducted to explain attendance rates in the Foreign Language Lab; a series of seminars in Reading/Study skills will be developed for provisional freshmen for Fall 1993; and Content Specific Study Workshops for entering freshmen enrolled in History, Psychology, and Biology courses will be developed for implementation in Fall 1994.

The College Skills Lab was able to reach African/American new freshmen at a rate comparable to the rest of the Student Body (42%), with 33% of all undergraduate African-Americans using the College Skills Lab in Fall 1992. The CSL will continue to develop services in conjunction with programs for the African-American students (SPECTRA, Upward Bound, College Connection, etc.).

A Supplemental Instruction pilot program was initiated in Fall 1991 and the results of this pilot program were reviewed and analyzed during 1992-'93. The results of this analysis indicate the value of Supplemental Instruction in supporting improved academic performance in "high risk" courses, but not necessarily in courses which do not traditionally have a high percentage of D's, F's, and W's. Student evaluation of the helpfulness of Supplemental Instruction was high and advisors and faculty reported that many students attempted to enroll in sections of courses that had Supplemental Instruction during Spring 1993 registration. Both students who participated as well as Supplemental Instruction leaders reported that they found Supplemental Instruction to be more beneficial than traditional tutoring services. Accordingly, greater attention should be given to developing methods of increasing the percentage of students participating in Supplemental Instruction when it is provided for "high risk" courses, particularly in the Sciences. The support for the College Skills Lab is revealed in the recent faculty/staff Administrative Assessment Survey, where the College Skills Lab received a positive appraisal in its overall effectiveness, with a ranking of 4.09 compared to a College average of 3.47.

***Advising** - The Advising Center and the Registrar's Office has implemented a pilot program to explain the procedures of the Declaration of Major process to the different schools and departments. The initial program brought together the Chairs of the School of Education for a meeting to discuss these procedures and to identify problems experienced by the academic departments. Feedback from this session was helpful and will be repeated for the remaining Schools at the College of Charleston during Fall 1993. A second pilot program has been implemented by the Advising Center, which will involve paid summer advisors for Summer 1993 to assist with the advising of a variety of student groups from June through August 1993. Also, beginning in Fall 1993, senior instructors, as well as three-fourths and full-time adjunct professors, will be required to aid with the advising of undeclared majors during the 1993-'94 academic year.

A survey of College of Charleston staff determined the need for a staff support group to discuss the issue of students with special needs and to identify and improve ways of dealing with the various sub-populations of students. The staff will begin to study information received in order to more easily predict students needing special attention, as well as to improve professors' sensitivity to the potential for undiagnosed learning disabilities. Also, the current method of record keeping will aid in accurately tracking

accommodations needed, alternative courses granted, and documentation received.

In response to feedback from both students and staff, an application form has been initiated which identifies prior accommodations, optimal teaching styles, and strengths and weaknesses of the student. Additionally, in cooperation with the Registrar's Office, a procedure has been established to provide the opportunity for students with learning disabilities to register early. An additional area of attention has been and will continue to be the early identification of students with specific disabilities in Language. Step by step guidelines have also been identified for these student to assist the student in applying for special needs services and withdrawing from a Language or Math class after the official withdrawal date has passed.

Performance of Professional Program Graduates on Licensing and Certification Exams - During 1992-93, 380 students took the National Teacher's Examination (NTE) Specialty Area Examination between July 1992 and March 1993. They achieved an overall pass rate of 90%. The overall pass rates for 1990-91 and 1991-92 were 87.4% and 89.9% respectively. Nineteen percent (19%) more students took the test in 1991-92 than 1990-91 and 19% more students took the NTE in 1992-93 than 1991-92.

Two hundred eighty-six students (286) took the 1992-93 NTE - Professional Knowledge Examination. The overall pass rate is 98.6%. In 1991-92 more students took the test than in 1990-91 and 20.6% more students took the test in 1992-93 than 1991-92.

Alumni Follow-up Studies - The Alumni Survey was sent to all 804 students who received a degree at the College of Charleston between July 1, 1989 and June 30, 1990. A total of 246 returned the surveys for a response rate of 31%. The respondents were a good representation of the population surveyed by major and degree level.

The survey was composed of two sections, the first to meet the requirements of Act 255, and the second to answer some commonly asked questions within the College. Overall the survey results were very positive. More than 97% of the respondents gave "satisfied" ratings of some degree to all of the questions concerning academic quality. At least half of all alumni responding participated in the educational/community service activities at least on an annual basis. The percentage of alumni continuing their education, either full or part-time immediately after graduation was 37.2%; likewise, 54.8% responded that they are currently continuing their education (three years later).

The majority of the alumni took jobs that were highly or moderately related to their college major. Of the jobs taken immediately after graduation, the majority were in the Charleston, Berkeley, Dorchester tri-county area; however, current employment is slightly more spread throughout the state.

Sixty-four percent (64%) of the respondents answered questions from section two pertaining to educational programs that they have been involved in since graduation from the College of Charleston. Of the total respondents, over half went to either graduate or professional school.

Analysis of Undergraduate Retention and Attrition - The College of Charleston has been concerned about the retention and graduation rates of our students. In 1986 an Enrollment Management Division was formed to specifically address recruitment and more importantly retention of students. These efforts are producing results. For example, the reported four-year graduation rate for the 1987 cohort is 30.9%. The four-year graduation rate for the 1988 cohort reflects a 37.0% (+7%) graduation rate. The reported six-year rate for the 1985 cohort is 37.9%; the 1986 cohort six-year rate is 46% (+8%). In fact our five-year rate for the 1987 cohort is 48%, which is greater than our 1986 six-

year rate.

The retention trends are positive, and while we will continue to analyze and address the factors which affect our retention and graduation rates, we are very pleased with the progress. For two consecutive years, the College of Charleston has received national awards from the Noel Levitz Center for Retention Programs. Our retention for new full-time freshman students from freshman to sophomore years is now 82%, well above the national average for institutions of our type and degree level. We believe that these factors will continue to affect our graduation rates positively.

A new advising program was begun in May, 1993, within the Advising Center for undeclared majors. Additional staffing and training as well as a consolidation of all advising for special student populations (returning adults, learning disabled, provisional) should positively affect the retention rate for these students. We will continue to monitor the retention rate and graduate rates for all categories of students to identify and address issues which may affect these rates.

As a state-assisted, urban institution our retention and graduation rates will be affected by many factors which are not necessarily controllable. Between 10-20% of our entering students indicate that they do not intend to complete a degree at the College of Charleston. Many students are in the military and move before completing degrees. Attendance patterns indicate that a segment of our students move from full-time to part-time or "stop-out". One third of our students are transfers, with many of them transferring to complete degrees in nursing, allied health or engineering which we do not offer. Given the natural study patterns of today's students, retention and graduation rates will vary depending upon the mission, curriculum, location and other external factors which may have little to do with the quality of programs or services provided.

ENTRY LEVEL SKILLS NECESSARY FOR COLLEGE WORK. All new entering students admitted to the College of Charleston must take placement examinations before students are advised and individual course schedules are developed. Placement examinations are administered in writing, reading ability, mathematics and languages. Extensive research, development, analysis and validity studies have been part of the selection process of placement test instruments. The placement tests selected are either nationally developed or locally developed instruments. The placement instruments appropriately determine the level of ability of newly admitted College of Charleston students.

The College of Charleston uses the following placement tests:

1. The Test of Standard Written English (TSWE), is used to determine student readiness for English 101. A validity study was completed in 1987 in conjunction with the College Board to determine the appropriate cut-off scores for English 090 and English 101.
2. The Nelson Denny Reading Test is given to determine reading level ability. A study was conducted in 1990-91 that established a high correlation between Nelson Denny Reading Test scores and the VSAT exists.
3. The Advanced Algebra Test and the Calculus Readiness Test from the Mathematical Association of American Placement Test Program are used for mathematics placement. The mathematics department has analyzed student test results along with student course performance in 1988, 1989 and 1990 to develop the Mathematics Department Recommendation for advisors to use as they advise

students.

4. Locally-developed languages placement tests are given to students interested in French, German and Spanish. The Languages faculty worked in collaboration with area high school teachers in 1990-91 to develop and field test the instruments. Students in Latin placement are given the Achievement Test Latin Reading from the Educational Testing Service (ETS). The Language Department is not content with the ETS Test and is considering changing the instrument.

INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement plans and manages efforts to promote and to interpret the College of Charleston to all external constituencies and to the general public. It coordinates ongoing communications with and supports the activities of College of Charleston students, faculty, alumni and friends, fostering and maintaining close relations in keeping with the College's responsibility as a state-assisted institution of higher education. Institutional Advancement assists other departments of the institution in identifying sources of and securing private gift support for College projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic excellence in liberal arts education.

The Advancement Offices, which report to the Senior Vice President for Institutional Advancement, are the Office of Alumni Services, the Office of Development, the Office of College Relations and the Office of Advancement Services. Their staffs maintain external liaison with alumni, parents and friends of the College, including businesses and industries throughout the state and region.

THE OFFICE OF DEVELOPMENT. The Office of Development provides counsel and assistance to the College community in order to attract private gift support to help supplement state-legislated appropriations and other government grants and contracts. Private gift support is sought from faculty and staff members, alumni, parents, friends, businesses and private foundations. With the oversight of the College of Charleston Foundation Board, the staff manages programs including an annual fund, capital and endowment giving, and planned giving, which encourages private gifts through wills, trusts, and other forms of estate or deferred giving. The sole purpose of The College of Charleston Foundation, an eleemosynary 501(c)3 Public Charities, to support the educational mission of the College of Charleston through private gift support.

THE OFFICE OF ALUMNI SERVICES. The Office of Alumni Services seeks to build and maintain close ties between the College and all of its alumni. The staff maintains records of more than 13,000 living alumni. The College News is published by this office, and travel opportunities are presented throughout the year. Alumni are encouraged to return to the campus for a variety of programs, and special emphasis is placed on Commencement Weekend in May. Quinquennial class reunion programs are encouraged and supported by the Alumni Office, and area alumni meetings are held in cities along the Eastern seaboard.

THE OFFICE OF COLLEGE RELATIONS. The Office of College Relations seeks to effectively project and enhance the identity of the College and University as a state-wide and regional institution by planning and managing a comprehensive internal and external communications program, including news services, publications, public relations, marketing

and advertising, community relations, and special events. Advertisements and publications produced include undergraduate and graduate recruitment and course listing material as well as special event and alumni/development material.

THE OFFICE OF ADVANCEMENT SERVICES. The Office of Advancement Services has a broad range of responsibilities including: support of the programs of the offices within Institutional Advancement through the preparation and presentation of financial, managerial and analytical reports; maintenance and administration of a computerized database to carry out the above functions; account for all revenues from the process of fund raising by receiving, recording, acknowledging, issuing receipts and properly depositing all gifts to the College and its Foundation. Management of all advance research and donor stewardship; maintenance and updating of all central files within Institutional Advancement; coordinating and assembling all information for the College's quarterly Foundation Board meetings; and management of the Blacklock House.

STUDENT AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the student affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community memberships, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and academic curriculum are strong.

In the academic year 1992-1993 several of our special programs received recognition from regional and national associations. Our LEADS (Leadership Education on Alcohol and Drug Safety) Program received an International Award of Excellence for "Stress Busters" at the 12th Annual BACCHUS General Assembly. Our academic support program for Greek and other student organizations got special attention from Sigma Phi Epsilon and Pi Kappa Phi Fraternities in a nationally distributed video featuring Dr. Richard Voorneveld, Dean of Students and the designer of the program. Our CARE (Crisis Assistance Response and Education) team continues to be invited to make presentations on our program supporting victims of serious crime. These presentations are at regional and national meetings. Finally the College of Charleston has been the host site for regional and national groups focused on student life.

LEADS. Leadership Education for Alcohol and Drug Safety seeks to develop a healthy, drug-free climate and lifestyles for College of Charleston students, faculty, and staff. The primary focus of LEADS is to encourage responsible decisions about alcohol and drug use. The program addresses issues that interface with the College alcohol and drug policy. The purposes of LEADS include: (1) to use student peer leaders to provide educational programs and assistance for students, classes, faculty, and staff; (2) to develop and adapt wellness, drug and alcohol programs for campus groups and organizations such as residence halls, athletes and greeks; (3) to reinforce the College alcohol and drug policy to incoming students using presentations and distributing printed

information; (4) to ensure campus compliance with state and federal Drug-Free Schools and Workplace legislation; (5) to work in conjunction with other Charleston institutions of higher learning in developing and improving effective programs; (6) to provide drug-free social programs/activities on campus, and (7) to conduct research on current campus alcohol and drug usage. LEADS members are trained in public speaking, hosting special functions, and in offering facts about alcohol and drugs. They receive internship credit, work experience, and are provided with opportunities for graduate school preparation.

ACCOMPLISHMENTS:

- * was awarded the 1992 "Outstanding International Program" awarded by Bacchus, the International Alcohol/Drug Prevention and Awareness Network of College of Universities
- * hosted the National HELP (Higher Education Leaders/Peers) Network Conference in June 1993; several hundred students and administrators from across the United States attended
- * served on the U.S. Department of Education Conference Planning Committee for the 1993 Washington, D.C. National Conference
- * is currently co-producing a national alcohol awareness and education video to be distributed throughout the United States by Bacchus, a non-profit International University Alcohol/Drug Awareness Network

STUDENT HEALTH SERVICES. The Student Health Service provides quality primary health care in an ambulatory setting. A physician is on call Monday through Friday from 5:00 - 8:00 p.m. for emergencies only.

In concert with the proactive educational goals of the College, preventive medicine is taught at every possible opportunity, running the gamut of situations from the occasion of a visit for illness or injury to programs in the form of interactive and experiential (rather than simply didactic) sessions in the residence halls.

Over seventy-five presentations were made to new students and their parents during Orientation. This year the student program focused on HIV/AIDS awareness. Student evaluation of the sessions averaged 3.9 out of a possible 5. A residence hall program presented in April focusing on STDS, including HIV, resulted in positive student evaluations.

A comprehensive and holistic approach is taken deriving resources from our own staff of registered nurses and physicians (whose specialties include pediatrics, internal medicine, family practice, dermatology and gynecology) with referral to subspecialists in varying medical and ancillary fields. We work closely with other areas of the campus enlisting the aid of all divisions of student affairs (specifically Counseling and Psychological Services, LEADS, CARE, Residence Life, and the Stern Center) and that of concerned professors, deans, and the Athletics Department.

From August of 1992 through April, 1993 a total of 11,616 patients, or an average of eighty-five daily were seen. This represents a 9.2% increase in number of students served.

RESIDENCE LIFE AND HOUSING. The residence halls at the College of Charleston provided accommodations for approximately 2000 students during the 1992-93 academic year. On-campus housing facilities included one co-ed residence hall, one residence hall for men, three residence halls for women, one apartment-style hall for women, and 20 historic houses. Residence halls have laundry facilities, vending areas, commons rooms

(TV lounge), and study/computer rooms. The residence halls are divided into two areas: Area 1 - St. Philip Street, College Lodge and the Meeting Street houses; Area 2 - Wentworth, Craig, Rivers and the Bull Street and Coming Street houses. The management, maintenance, and policies governing residence hall living can be found in the Guide to Residence Living.

Residence Life is considered to be an integral part of the college learning experience. The Residence Life staff provides activities, educational and social programs, and counseling/advising that aids in fostering individual growth within the residence halls. Each residence hall area is staffed with an Area Coordinator, Residence Hall Directors, and Resident Assistants. Area Coordinators hold a masters degree in Student Personnel Services or a related field. Residence Hall Directors hold a bachelors degree in a related area and are pursuing a masters degree. Resident Assistants are upperclass undergraduate students who are specially trained as peer counselors. These professional staff members are responsible for the overall administrative operation of the residence halls and for supervising a student staff of desk receptionists.

The 1993 Summer Conference Housing included a variety of groups. Some of these groups were Spoleto, Governor's School, Woodrow Wilson Chemistry Institute, Upward Bound, and Camp Puff 'N Stuff.

COUNSELING & PSYCHOLOGICAL SERVICES. The Counseling & Psychological Services staff (CPS) offers students a wide range of psychological services which include individual and group counseling, couples counseling and psychological testing. CPS also offers seminars and presentations on topics of interest to student groups, classes, and community organizations. Individual consultations with faculty members, parents, and college staff occur regularly regarding student concerns. Another service of CPS is to make referrals for students to other helping professionals when appropriate, and to provide crisis intervention and emergency consultation.

Staff members are active in the College community and serve on the following committees: Orientation, Multicultural Relations, Continuing Education Incentive Grant Award Committee, SPECTRA Advisory, CARE (Crisis, Awareness, Response and Education), the Advisory Committee for the College of Charleston Employee Assistance Program, and the Student Programming Committee. Staff members served as advisors to the following groups: Fellowship of Christian Athletes, Alpha Kappa Alpha Sorority, and The Gay and Lesbian Alliance.

Almost nine percent (4-5% nationwide average for campuses of less than 10,000 students) of the student body were seen for psychological counseling. This is up 1% from last year. Walk-in hours are offered daily during which students may see a psychologist/counselor without having an appointment. Four hundred and five students (up from 293 last year) took advantage of this service. We responded to six emergencies involving students. Eighty-nine students were referred to CPS' psychiatric consultants for consultation regarding medication needs.

Staff members continue to be aware of the need to develop professionally, and we continue to take advantage of opportunities to attend local, regional and national conferences and training seminars. Staff members attended the following meetings this year: Southeastern Conference of Counseling Center Personnel, 7th Annual Black Leadership Conference, Treatment Conference on Sexual Abuse, Southeastern Testing Personnel Conference, S.C. Psychological Association Spring Conference, 2nd International Congress on Christian Counseling, The Albert Einstein School of Medicine's Institute on Childhood Traumas in Adults, and The American Psychological Association's 100th Anniversary Conference.

Staff members also continue to be active in professional organizations. Member-

ship is held in the following organizations: Association of University and College Counseling Center Directors, Board Member of the S.C. Association of Adult Children of Alcoholics, American Psychological Association, Christian Association of Psychological Services, S.C. Psychological Association, Editor of S.C.P.A Newsletter, American Association for Counseling and Development, the American Board of Medical Psychotherapists, S.C. College Personnel Association, and Psi Chi. All of the College's professional staff members are licensed by the S.C. Board of Examiners. The Counseling Center continues to be accredited by the International Association of Counseling Services.

STUDENT ACTIVITIES. Active student organizations create a sense of community on the College campus. A student's academic curriculum is greatly enhanced by the experiences, relevance and good times which leadership and participation in student organizations can afford.

There are over 100 student organizations on campus. These groups offer individuals the opportunity to develop leadership skills, pursue leisure time and recreational interests, share ideas with others of similar beliefs, and explore career opportunities. The guidelines for becoming and remaining a registered/sanctioned student organization were reviewed with each organization to ensure that proper procedures were followed. The second annual leadership conference was offered fall semester for all student organization officers and their advisors. Specialized professionals were hired to facilitate this conference, sharing their particular expertise in human relations management, leadership, time management, and conflict resolution. The registered/sanctioned student organizations are listed below according to their purpose:

Programming Groups: College Activities Board, Student Union for Minority Affairs, Film Club, International Club.

Governmental Organizations: South Carolina Student Legislature, Student Government Association.

Sports: Karate, Aikido, Martial Arts, LaCrosse, Cougarettes, Crew, Weightlifting, Women's Soccer, SCUBA.

Performing Groups: Gospel Choir, Center Stage

Honor Organizations: Alpha Epsilon Delta, Omicron Delta Kappa, Psi Chi, Sigma Iota Rho, Alpha Chi Sigma.

Special Interest Groups: The Music Society, Campus Amnesty, Organization for Non-Traditional Students, Alliance for Planet Earth, Gay and Lesbian Alliance, Student Chapter of the American Association on Mental Retardation, Marine Biology Graduate Student Association, Ad Club, Journalism Club, Visual Arts Club, Leadership and Education on Alcohol and Drug Safety, Pre-Law Society, Women's Forum, Student Association for Native American Studies.

Religious Organizations: Baptist Student Union, Catholic Campus Club, Fellowship for Christian Athletes, Church of Christ Ministry, Salt and Light (Episcopal), Lutheran Student Movement, Wesley Foundation, Presbyterian Student Association, Jewish Student Union, Religious Council.

Service Groups: Alpha Phi Omega, Circle K. Student Alumni Association, Charleston Forty, Biology Club.

Media Organizations: "Comet" yearbook, "Cougar Pause" newspaper, "Miscellany" literary magazine, and Publications Board.

Fraternities: Alpha Tau Omega, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Omega Psi Phi, Phi Beta Sigma, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, IFC (Interfraternity Council), and Pan Greek (Traditionally Black Greek Organizations).

Sororities: Alpha Delta Phi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Alpha Theta, Phi Mu, Zeta Phi Beta, Zeta Tau Alpha and Panhellenic Council.

Departmental: Accounting Association, Classics Club, Film Club, Finance Club, French Club, German Club, Geology Club, History Club, Honor Program Student Association, International Studies Club, PE & Health Majors Club, Personnel Club, Philosophy Club, Physics & Engineering Club, Political Science Club, Psychology Club, Religious Studies Club, Sociology/Anthropology Club, Spanish Club, Student Port.

STUDENT GOVERNMENT ASSOCIATION. Each student who enrolls at the College becomes a member of the SGA. The organization is based on mutual cooperation among students, faculty, and administration. SGA is made up of a legislative council, in which elected class representatives participate, an executive board composed of student body officers, and a judicial branch. Only the representatives of these three branches are voting members of the SGA. SGA promotes activities on campus and cooperates in building a better College. Special attention was put on increasing attendance at Senate meetings, increasing voter turn-out for elections, attending to special campus concerns such as parking, community relations, and campus safety.

COLLEGE ACTIVITIES BOARD. CAB's mission is to present a wide array of quality educational, recreational, and social programs for the campus community. Students chaired nine program committees, gaining leadership responsibility and experience, while developing programming in the following committees: Class Acts, Coffeehouse, Concerts, Films, Lectures, Potpourri, Promotions, Thursday's Special and Travel. Efforts were continued to encourage networking among College student organizations, and co-sponsorship of campus events. Programs emphasized diverse student needs, and these programs were advertised through a diverse array of promotional techniques. CAB reorganized as the year drew to a close, and the nine committees were streamlined into six. The group assessed the year as a successful one and hopes to make next year even better.

THE STERN STUDENT CENTER. The Ballroom, Gardens and breezeway areas of the Stern Student Center were the sites of 1500+ varied events. With the hiring of a new Director, the focus of the Stern Student Center and its programs shifted to emphasize the students in a cooperative campus community. Gameroom tournaments were offered regularly during the fall semester with some participating students going on to regional competition. CAB's nightly video program was continued and encouraged. The free Legal Assistance had a full schedule weekly, with the local attorney who volunteers his time for this service counseling students on a variety of issues. Numerous renovations and refurbishments were accomplished, including the repainting of the building and the acquisition of new and needed equipment. The implementation of a Student Manager system to administer the needs of the building at night and on weekends was a major accomplishment, with more students than ever before being hired and gaining valuable experience.

C.A.R.E. The Crisis Assistance Response and Education program (C.A.R.E.) is a program designed to assist any College of Charleston student who has been victimized by a violent crime or arrested on a felony charge. This service is available 24-hours a day

to any student. It does not matter whether the student lives on or off campus, or where the crime occurs within the Tri-County area. Team members are available to: explain the reporting process and assist the student, if desired, in working with law enforcement agencies; offer immediate crisis intervention and follow up counseling; explain the victim's rights, responsibilities and options; serve as a support group for the victim and other students affected by the crime; serve as a liaison for the student within the college community; and monitor the progress of the student to insure that all appropriate resources have been utilized. If the student is arrested on a felony charge, team members are available to meet with the student to explain the severity of the offense and the judicial process, to work with the student to protect his or her academic career during the criminal justice process, and to provide the option of counseling to assist the student in successfully coping with the situation.

During the 1992-93 academic year, C.A.R.E. provided intervention/assistance to 51 individuals. Forty-nine (49%) percent of the number served were channeled through additional campus resources (i.e., Counseling, Health Services, escort service, academic assistance/intervention); 17.6% received resource assistance from Tri-County community services. The Team made over eighty-five (85) presentations to students and their parents during Orientation and classes, and presented at mandatory meetings conducted in all residence halls. C.A.R.E. information sessions, highlighting sensitivity in dealing with student victims, were conducted for all Public Safety and Residence Life personnel. Faculty awareness of C.A.R.E. services was targeted through a mailout with promotional items. A comprehensive computer tracking program has been designed and is fully operational. Educational programming and promotion of the C.A.R.E. Program and services are on-going.

BUSINESS AFFAIRS

The Business Affairs Division oversees all financial and physical resources at the College of Charleston. The primary goal is to secure and effectively manage funds necessary to maintain strong academic programs and support services.

All accounting, treasurer, payroll, procurement, and auxiliary services report to the Senior Vice President for Business Affairs. Auxiliary services which are directly supervised include the food service areas of cafeteria and snack bars, the bookstore and campus shop, parking, and vending. Other auxiliary service areas whose finances are managed by this division are health service, athletics, and student housing/residence halls. All financial reporting, inventory control, external financing arrangements, and capital expenditures are overseen in this division.

The total expenditures of the College are approximately \$65,000,000.

CONTROLLER AND TREASURER. The Controller of the College of Charleston directs the operations of two financial divisions within the institution. The Accounting Division is responsible for the processing of payments to vendors, payment of payroll salaries, disbursement of student loan checks, financial reporting to grantors of externally funded program expenditures, processing of internal management financial reports, and preparation of the College's annual financial statements. The Treasurer's division acts as a central depository of all cash receipts, including, but not limited to, student College fee receipts. The College is audited on an annual basis by the S.C. State Auditor or his contractor to ensure compliance with state laws and policies.

AUXILIARY SERVICES. Auxiliary Services encompasses the managerial and operational responsibility of the College parking permit system and lots, property management, insurance, food service, Bookstore/Campus Shop, vending machines, sorority and fraternity houses and faculty housing. Dormitory facility budgeting and budget monitoring are accomplished in liaison with the Residence Life Office. These areas of operations are

financially self-supporting.

COLLEGE BOOKSTORE/CAMPUS SHOP. During 1992-93 the Bookstore/Campus Shop operations realized sales revenues of \$2,397,195. A debit card system for the Bookstore is under consideration.

FOOD SERVICE. Food service facilities at the College are the Cafeteria, the St. Philip Street Deli in the new dormitory and the Stern Student Center Food Court. These facilities are operated for the College by ARA Food Services. Revenue during 1992-93 was \$3,317,720. Over 2,600 students participated in meal plans. A debit card system for meal plan participants was initiated in the Fall of 1992. Over 500 students purchased food service debit cards.

STUDENT AND FACULTY HOUSING. This past year the College of Charleston housed over 2,000 students and six faculty and staff. Revenue during 1992-93 was \$4,885,314. A wide variety of living quarters ranging from conventional dormitories to residential homes were available. The construction of an additional dormitory is being considered.

PARKING. Parking permits for approximately 1,123 surface and 650 garage spaces were available during 1992-93. Revenue collected was \$416,900. The College's student and employee head counts were over 9,000 and 850 respectively last Fall. Additional parking areas are required and are being considered.

VENDING. The College's vending machine revenue was \$102,898 in 1992-93. Additional vending revenues were realized in College dormitories and the Physical Education Center.

PUBLIC SAFETY. On February 13, 1985, the Medical University of South Carolina and the College of Charleston merged their Public Safety Departments. This action has resulted in accelerated training, closer supervision, increase in crime prevention programs, and increased visibility of the officers.

The College of Charleston and MUSC share one Chief, one Deputy Chief, one Training Officer, one Administrative Sergeant, one Crime Prevent Lieutenant, and one Business Manager, one Business Associate, one Data Manager, one Payroll/Personnel Clerk, and one Record's Clerk. In addition, the College has one Campus Commander (Captain), one Lieutenant, two Investigators, nineteen Public Safety Officers, twenty two Security Officers, three Corporals, one C.A.R.E. Sergeant, three Sergeants, four Dispatchers, and one ID Clerk, totalling sixty-three.

The Public Safety Department is responsible for Campus and Dormitory Security, and the issuance of identification cards for all students, faculty, and staff. It also provides VIP security coverage, escort services, parking enforcement, crime prevention surveys, and security at athletic events. It provides an on-campus C.A.R.E. counselor. It maintains a current locator file on all students and employees for emergency purposes. Public Safety also maintains the College Lost and Found, and handles the registration and sale of decals for bicycles.

DIVISION OF FIRE AND LIFE SAFETY. The Division of Fire and Life Safety continued to maintain and improve the overall safety of the faculty, staff, and student population of the College/University of Charleston through constant monitoring of all campus buildings (105 total) and environments (including the College's three satellite locations: the Grice Marine Biological Laboratory at Fort Johnson, the Sailing Team Complex at the City of Charleston Marina, and the Remley's Point Recreational Area). The Division has a staff of three employees: a Director, a full-time Fire Inspector, and an Environmental/Loss Control Technician.

The Division of Fire and Life Safety routinely conducts monthly fire/safety

inspections and reports all code violations and unsafe conditions to the appropriate department for compliance and correction. The Division is responsible for keeping the College in compliance with OSHA, EPA, DHEC, NFPA, and State Fire Marshal regulations. The Division maintains the entire Workers' Compensation Program; manages the contracts for maintenance of fire extinguishers, fire alarm systems, emergency generators, and sprinkler/standpipe systems; monitors the inspection of x-ray equipment and hazardous chemical storage; and directs hazardous chemical waste disposal. The Division is responsible for disaster preparedness and planning. The Division reviews plans for all new construction and renovation of campus buildings to ensure code compliance. The Division responds to all fire alarms, medical emergencies, and hazardous chemical incidents that occur on the campus.

The College/University of Charleston has received for the fourth year in a row an excellent rating from the State Fire Marshal's Office for its continued reduction in the number of fire and life safety code violations in 1993.

PROCUREMENT SERVICES. Centralized Procurement Services are conducted in three divisions (Purchasing, Supply, and Administration) under the Director of Procurement.

PURCHASING. Purchasing has completed its second full year using the automated on-line purchasing module of the Financial Records System. The majority of Purchasing's customer departments are not yet using the on-line system requiring the simultaneous operation of both manual and automated systems. Operating with the dual methods and continuing to provide effective customer services continues to challenge the staff. Purchase orders for small purchases, contracts resulting from sealed bids and sealed proposals, and Blanket Purchase Agreements numbered less than 5,300. This number remains low by combining needs and issuing source of supply contracts. Agency purchasing certification remains at \$50,000 for goods and services, consultants, and information technology allowing the College to make all but less than 1% of its own purchases.

Supply - The Central Stores function, provides immediate availability and consolidated buying advantage for 1,159 high use, general purpose items. The addition of more items unique to specific departments and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases made. Office and data processing supply needs are assigned to the Central Stores buyer for better commodity management. Central Stores issues were \$611,322 representing a stock turn of 2.28 on an inventory of \$268,490.

Central Receiving handled 9,418 issues and receipts, a 38% increase from 1991-92.

The Plant Property function of Supply manages the recording, redistribution, and inventory of 5,429 items of portable plant property valued at \$12,410,003 and is facilitated by use of a computerized Plant Property Inventory System. It is planned that the Fixed Assets module of the Financial Records System replace the current system and be implemented within the next twelve months. Semi-annual inventories continue and coupled with better reports have aided College departments in managing the plant property in their control. Capitalization criteria remains at \$500.

Administration - The Minority Business Enterprise (MBE) Utilization Plan for 1992-93 included a goal to award 10% of all controllable purchases to S.C. certified minority businesses. Of the 342 MBE's solicited, 233 (68%) responded and 178 (52%) awards were made. This represented \$147,232 of our \$160,393 goal. The fact that many of the minority vendors with whom the College is able to do

business choose not to become certified by the State, and thereby ineligible for reporting, continues to reduce our reportable totals. The Administrative section began this year to solicit Bidders Applications to set up an automated Bidders List.

The overall Procurement Services goal for 1993-94 will be to maintain and improve all Procurement services, Purchasing, Supply, and Administration, by continuing to seek and implement more efficient and effective methods of operation.

PROCUREMENT SERVICES: Centralized Procurement Services are conducted in three divisions (Purchasing, Supply, and Administration) under the Director of Procurement.

PURCHASING: Purchasing has completed its second full year using the automated on-line purchasing module of the Financial Records System. The majority of Purchasing's customer departments are not yet using the on-line system requiring the simultaneous operation of both manual and automated systems. Operating with the dual methods and continuing to provide effective customer services continues to challenge the staff. Purchasing orders for small purchases, contracts resulting from sealed bids and sealed proposals, and Blanket Purchase Agreements numbered less than 2,300. This number remains low by comparing needs and issuing source of supply contracts. Agency purchasing certification remains at \$50,000 for goods and services, consultants, and information technology allowing the College to make all but less than 1% of its own purchases.

Supply: The Central Stores function provides immediate availability and consolidated buying advantage for 1,155 high use, general purpose items. The addition of more items unique to specific departments and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases made. Office and data processing supply needs are assigned to the Central Stores buyer for better commodity management. Central Stores issues were \$847,325 representing a stock turn of 2.28 on an inventory of \$268,490.

Central Receiving handled 9,418 issues and receipts, a 36% increase from 1991-

The Plant Property function of Supply manages the recording, redistribution, and inventory of 5,455 items of portable plant property valued at \$12,410,003 and is facilitated by use of a computerized Plant Property Inventory System. It is planned that the Fixed Assets module of the Financial Records System replace the current system and be implemented within the next twelve months. Semi-annual inventories continue and coupled with better reports have aided College departments in managing the plant property in their control. Capitalization criteria remains at \$500.

Administration: The Minority Business Enterprise (MBE) Utilization Plan for 1993-94 included a goal to award 10% of all contractable purchases to S.C. certified minority businesses. Of the 342 MBE's solicited, 233 (68%) responded and 178 (\$25%) awards were made. This represented \$147,232 of our \$160,383 goal. The fact that many of the minority vendors with whom the College is able to do

FINANCIAL REPORT

Fiscal Year Ending June 30, 1993

Operating Funds

Education and General Revenue	
State Appropriation	\$ 21,076,171
Student Fees	23,808,749
Other Revenue	<u>1,368,246</u>

Total Educational & General Revenue \$ 46,253,166

Auxiliary Enterprises	12,554,672
Student Aid	3,280,538
Sponsored Instruction & Research	<u>1,585,401</u>

Total Operating Revenue \$ 63,673,777

Expenditures & Transfers

Education and General	
Instruction	\$ 21,974,305
Research	476,494
Academic Support	4,794,818
Student Services	3,045,072
Institutional Support	6,336,241
Operation & Maintenance	6,414,729
Student Scholarship	647,554
Public Service	<u>172,570</u>

Total Expenditures \$ 43,861,783

Transfers to Plant Funds \$ 2,391,383

Total Educational & General Expenditures & Transfers \$ 46,253,166

Auxiliary Enterprises	12,554,672
Student Aid	3,280,538
Sponsored Instruction & Research	<u>1,585,401</u>

Total Operating Expenditures \$ 63,673,777

STATISTICS

	<u>FALL 1992</u>	<u>FALL 1991</u>	<u>FALL 1990</u>	<u>FALL 1989</u>
<u>Total Enrollment</u>				
Head Count	9,660	8,781	7,726	6,778
Full-time Equivalent (Based on 15 Credit hours for under- graduate and 12 credit hours for graduate students)	7,519	7,069	6,361	5,738
Percent Increase/ (Decrease) in Head Count	+10.0%	+13.7%	+14.0%	+9.2%
Percent Increase/ (Decrease) in FTE	+6.4%	+11.0%	+10.9%	+14.0%
<u>Enrollment by Type of Student</u>				
Undergraduate	7,821	7,513	6,663	6,267
Degree-Seeking	6,782	6,515	6,135	5,408
Nondegree	1,039	998	528	859
Graduate	1,839	1,268	1,063	511
Degree-Seeking	337	273	246	172
Nondegree	1,502	995	817	339
<u>Enrollment by Class</u>				
Freshman ¹	2,061	2,273	2,912	1,960
Sophomores	1,838	1,773	1,389	1,786
Juniors	1,504	1,292	1,011	848
Seniors	1,379	1,177	823	814
Graduate (Degree and Nondegree)	1,839	1,268	1,063	511
Other (Nondegree Undergraduates)	1,039	998	528	859
<u>Enrollment by Sex</u>				
Male: Full-Time	2,500	2,350	2,058	1,915
Part-Time	<u>643</u>	<u>629</u>	<u>601</u>	<u>469</u>
TOTAL	3,143	2,979	2,659	2,384
Female: Full-Time	4,131	4,007	3,673	3,332
Part-Time	<u>2,386</u>	<u>1,795</u>	<u>1,394</u>	<u>1,062</u>
TOTAL	6,517	5,802	5,067	4,394
Female as a Percent of Total Head Count	67.5%	66.1%	65.6%	64.8%
Male as a Percent of Total Head Count	32.5%	33.9%	34.4%	35.2%

¹Freshman status changed to from 0-19 to 0-29 hours in Fall 1990.

	<u>FALL</u> <u>1992</u>	<u>FALL</u> <u>1991</u>	<u>FALL</u> <u>1990</u>	<u>FALL</u> <u>1989</u>
<u>Student Characteristics</u>				
*Full-Time: White	5,984	5,745	5,211	4,756
Minority	647	612	520	491
*Part-Time: White	2,617	2,138	1,728	1,343
Minority	412	286	267	188
*State Residents	8,001	7,172	6,230	5,615
*Out-of-State or Nonresidents	1,659	1,609	1,496	1,163
*State Residents as a Percent of Head Count	82.8%	81.7%	80.6%	82.8%

Faculty Characteristics

Professors	60	58	59	56
Associate Professors	106	99	103	96
Assistant Professors	121	103	89	89
Other	26	25	25	19
% with Terminal Degrees	86%	85%	84%	85%
% with Tenure	64%	76%	79%	79%
Sections taught ²	1,581	1,390	1,287	1,151
Credit Hours Generated	111,129	104,826	94,351	85,397
Average Class Size	26.1	26.8	26.4	27.9

FTE Students to FTE Faculty Ratio

FTE Students	7,519	7,069	6,361	5,738
FTE Faculty	393.57	356.68	324.93	281.90
Ratio	19.1:1	19.82:1	19.58:1	20.35:1

Average Salaries by Rank³

Professor	\$ 47,581	\$ 46,506	\$ 46,353	\$ 44,077
Associate Professor	41,341	39,876	40,351	38,233
Assistant Professor	31,525	30,579	30,736	28,924
Instructor	24,084	22,974	22,952	22,390

²Each section of a course or lab is counted separately, however, independent studies, tutorials, practicums, thesis research, applied music, and bachelors essays are not included.

³The average 9-month roster faculty salaries are weighted by the actual classroom teaching loads; therefore, a decrease may be the result of leaves, sabbaticals, and reduced teaching loads, as well as promotions and retirements.



FALL 1988	FALL 1990	FALL 1991	FALL 1992	Student Characteristics
4,758	5,211	5,745	5,984	*Full-Time: White
491	520	612	647	Minority
1,343	1,738	2,138	2,617	*Part-Time: White
188	287	288	412	Minority
5,815	8,230	7,172	8,001	*State Residents
				*Out-of-State or
1,183	1,408	1,609	1,659	Nonresidents
				*State Residents as
				a Percent of
82.8%	80.8%	81.7%	82.8%	Head Count

Total Number of Documents Printed	255
Cost Per Unit	\$ 2.23
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ 569.27
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ -
Total Printing Cost	\$ 569.27

FALL 1988	FALL 1990	FALL 1991	FALL 1992	Average Salaries by Rank
5,738	6,381	7,099	7,519	Professor
281.90	324.83	359.88	389.57	Associate Professor
20,351	19,581	19,821	19,111	Assistant Professor
				Instructor
\$ 44,077	\$ 48,353	\$ 48,908	\$ 47,581	
38,233	40,351	38,578	41,341	
28,924	30,738	30,879	31,525	
22,390	22,922	22,427	24,084	

*Each section of a course or lab is counted separately, however, independent studies, tutorials, practicum, thesis research, applied music, and bachelor essays are not included.

*The average 8-month master faculty salaries are weighted by the actual classroom teaching loads; therefore, a decrease may be the result of leaves, sabbaticals, and reduced teaching loads, as well as promotions and retirements.